

CHERRY TREE ACADEMY

# PSHE

---



## Subject Statement

### PSHE



Rationale	<p>At Cherry Tree Academy, we understand the importance and impact that PSHE and Personal Development education can have on each and every child and as such Personal Development runs at the heart of Cherry Tree. Children should not only have access to the best academic offer, but also the best wider offer than envelopes the whole child and meets the needs of our children and our community. We want all of our children to develop an understand the world around them and aspire to grow and be the best version of themselves. To do this, they must develop their knowledge, attitudes, skills, relationships and behaviours that are important both inside and outside of the school community. Our PSHE curriculum forms part of our wider Personal Development offer and is a highly inclusive and highly-personalised offer that is adaptive according to the needs of individual children, cohorts and changes within the community.</p>
Vision for the curriculum	<p>Our PSHE, RSE, and wider curriculum offer supports the growth and development of children and encourages them to build their resilience, confidence and independence as well as helping them to understand how to keep themselves physically and mentally healthy and safe both on and off-line. Our PSHE curriculum underpins the children's understanding of British Values and relationships education and is supported by No Outsiders, a programme that delivers inclusive education that promotes community cohesion to prepare young people and adults for life as global citizens through a selection of 42 children's books from EYFS to Year 6. It was developed as a curriculum response to the Equality Act 2010. We offer after school activities that support this offer and an enrichment programme that broadens the children's experiences and understanding of the world. At Cherry Tree Academy, we celebrate diversity and inclusion – this runs throughout our school on a daily basis as well as being taught during specific lessons. Allowing all children to thrive in a fast changing, interconnected and communication rich world, children need the ability to be driven and flexible in navigating complex environments.</p>
Intent	<p>At Cherry Tree Academy, the personal development of our children is at the core of everything we do and is the golden thread that runs through and connects all elements of school life. We aim to give the children in our community a wide range of varied experiences in order to educate, inspire, motivate and empower them to become well-rounded citizens who will be able to make respectful choices and contribute to society. Through our extensive three-strand Personal Development, RSE and PSHE curriculum, pupils at Cherry Tree Academy will become people who:</p> <ul style="list-style-type: none"><li>• Are comfortable in their own skin and able to continuously explore the person they are and who they are becoming.</li><li>• Showcase our five core values; considerate, honest, healthy, inclusive and resilient in everything they do.</li><li>• Want to make the world a better place.</li><li>• Have the expertise they need to succeed, lead and serve others.</li><li>• Celebrate the diverse cultural, spiritual and moral beliefs of different religious and non-religious worldviews.</li></ul>

	<p>PSHE and Personal Development are embedded in our school's curriculum, ethos, aims and values in an inclusive culture where every child can show growth and excellence every day.</p>
Implementation	<p>At Cherry Tree Academy we feel strongly that personal development is not just a 'subject to teach through PSHE'. Personal development is unique to every single child and something that is engrained in all aspects of school life. Its content is covered in RE, PSHE, Assembly themes, No Outsiders, the wider curriculum and through our pastoral offer, our behaviour curriculum and the daily interactions within the school. Considering this, some elements are broken down and strategically planned (such as RE, PSHE, No Outsiders, Assembly Plans), while other elements are part of everyday practice and stand-alone events and initiatives. There are also aspects of personal development that are 'in the moment' interactions and experiences to meet an emerging need.</p> <p>At Cherry Tree Academy, we follow the JIGSAW scheme of work to support the delivery of our PSHE curriculum. Learning is mapped out in our medium-term plans and key skills are built on and developed through key themes. Work from PSHE lessons is captured in class floor-books and these are used to review and discuss learning throughout the year.</p> <p>Discrete PSHE lessons are taught each week alongside a weekly No Outsiders assembly lesson and a wider assembly plan that covers a range of topics linked to safeguarding, keeping safe, RE, RSE, key global and local events and school values.</p>
Impact	<p>The impact of our PSHE curriculum and wider Personal Development offer can be seen in the attitudes, behaviour and sense of purpose within the culture of our school. It can be seen in classrooms where children demonstrate our values as they learn showing resilience when things might be difficult and demonstrating consideration and respect for others and for property. Impact can be seen in the wider school culture as children walk to assembly and as they speak to each other and adults around school.</p>
Pedagogical Approach	<p>Values:</p> <p>At Cherry Tree Academy we are:</p> <p>Resilient. We have the courage to keep going.</p> <p>Healthy. We look after ourselves – mind and body.</p> <p>Considerate. We think about other people.</p> <p>Honest. We always tell the truth.</p> <p>Inclusive. No Outsiders – we welcome everyone.</p> <p>Our school values are the lifeblood of the school and underpin everything that we do. Our school values and three school rules (ready, respectful and safe) are used every day as a constant reference point for all members of our school community. Our approach to teaching the Fundamental British Values and Protective Characteristics are part of this process and are often referred to alongside our values.</p> <p>PSHE Lessons and curriculum:</p> <p>Our curriculum is where our values are actioned. Every aspect of our Personal Development curriculum is purposeful and is underpinned by our values.</p> <p>PSHE lessons follow 'The Cherry Tree Way' of teaching and learning with every lesson including opportunities to retrieve prior learning, learn new content, check understanding, make links to the bigger picture and assess new learning. Our teaching approach is underpinned by Rosenshine's Principles of Instruction.</p>

	<p>We value the importance of oracy and talk in teaching and learning. Purposeful Partner Talk (PPT) is used regularly in PSHE lessons as a way of discussing and debating content and children are encouraged to add, build and challenge of questions and answers.</p> <p>We use the full breath of the curriculum to deliver personal development opportunities, along with a range of extra-curricular opportunities and wider opportunities such as visits and visitors.</p>
Adaptation for SEND learners	<p>At Cherry Tree Academy, in PSHE, we use a range of strategies to support or SEND children. These include:</p> <p><b><u>Scaffolding</u></b></p> <ul style="list-style-type: none"> <li>• Support for SEND children with learning vocabulary; this may include over-learning, flash cards and word mats.</li> <li>• All scaffolding follows a 'I do, we do, you do' or 'my turn, your turn' approach.</li> <li>• Use of supported recording frames to give added structure and prompting.</li> <li>• Additional opportunities to scaffold and rehearse orally.</li> </ul> <p><b><u>Explicit Instruction</u></b></p> <ul style="list-style-type: none"> <li>• Clear modelling from adults in class.</li> <li>• Visual aids (including communicate in print) and concrete examples (where necessary) will be used to support learning.</li> </ul> <p><b><u>Cognitive and Metacognitive Strategies</u></b></p> <ul style="list-style-type: none"> <li>• Tasks are 'chunked' into smaller steps.</li> <li>• Vocabulary prompts (including visual prompts).</li> <li>• Opportunities to express ideas in different ways and to discuss and evaluate their learning.</li> </ul> <p><b><u>Flexible Grouping</u></b></p> <ul style="list-style-type: none"> <li>• Children will be grouped flexibly depending on the task. Temporary groups may be established to support learning a particular concept.</li> <li>• Buddy systems may be put in place to support with certain tasks.</li> <li>• Teaching assistants will be used strategically to support learners with personal development at different points within the day.</li> <li>• Small group intervention work focussing on the specific area a child may be struggling with.</li> <li>• 1:1 ELSA sessions.</li> </ul> <p><b><u>Use of technology</u></b></p> <ul style="list-style-type: none"> <li>• Tasks set may include useful apps / websites to move learning forward.</li> <li>• Technology for children with VI will be used to improve vision.</li> <li>• Text may be enlarged or copied onto different coloured backgrounds when needed.</li> </ul> <p><b><u>Enabling environments</u></b></p> <ul style="list-style-type: none"> <li>• Flexible seating including provision of workstations for children that require a more personal space to work in.</li> <li>• Regulation Stations in classrooms.</li> <li>• Sensory breaks.</li> <li>• Access to sensory equipment to support concentration.</li> <li>• Access to break out space and sensory room if needed.</li> </ul>
Strengths	<p>Implementation of the JIGSAW scheme ensures that statutory guidance is met.</p> <p>No Outsiders Curriculum supports our inclusive ethos and adds to our PSHE offer.</p> <p>Clear assembly plans support our PSHE offer.</p> <p>Flexible approach that is tailored to the needs of individual children and changes in the community.</p> <p>Culture and ethos of the school.</p>





# MEDIUM TERM PLAN

Cycle A





# Cherry Tree Academy Medium Term - PSHE

Autumn 1		
Being me in the wider world.		
KS1	Year 1	Year 2
	L1: How can we make people feel special and safe in our class? L2: What does it mean to belong? L3: What are rights and responsibilities? L4: What does it mean to be proud? L5: What are choices and consequences? L6: What is a learning charter?	L1: How can we make people feel special and safe in our class? L2: What does it mean to belong? L3: What are rights and responsibilities? L4: What does it mean to be proud? L5: What are choices and consequences? L6: What is a learning charter?
Key Concepts to assess	L1: Children understand that they are safe in their class. Children can identify helpful behaviours to make the class a safe place. L2: Children understanding that they are special. L3: Children understand their own rights and responsibilities with their classroom. Children understand the rights and responsibilities of a member of a class. L4: Children can identify what it's like to feel proud of an achievement. L5: Children understand that their choices have consequences. Children understand that they have choices. Children recognise feelings associated with positive and negative consequences. L6: Children understand that their views are important.	L1: Children know how to make their class a safe and fair place. Children recognise the feeling of being worried. L2: Children can work co-operatively. Children know that it is important to listen to other people. Children show good listening skills. L3: Children understand the rights and responsibilities of class members. L4: Children recognise own feelings and know when and where to get help. Children can identify hopes and fears for the year ahead. L5: Children know about rewards and consequences and that these stem from choices. Children know that positive choices impact positively on self-learning and the learning of others. L6: Children understand that their own views are valuable.
Vocabulary	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Worries, Hopes, Fears, Responsible, Actions, Praise, Positive, Negative, Choices, Co-Operate, Problem-Solving
Experiences		
SMSC	Moral – responsibility to self and others. Social – responsibility to self and others. Working as part of a team and a class.	
British Values	Rule of Law – why we have laws and why they are important in the world. Democracy – when forming the class charter.	
School Values	Considerate Resilient Honest Healthy Inclusive	



Autumn 2		
KS1	Celebrating Difference	
	Year 1	Year 2
	L1: What does 'same' mean? L2: What does 'different' mean? L3: What is bullying? L4: What can I do about bullying? L5: How can I make new friends? L6: How can we celebrate difference about ourselves?	L1: What does 'same' mean? L2: What does 'different' mean? L3: What is bullying? L4: What can I do about bullying? L5: How can I make new friends? L6: How can we celebrate difference about ourselves?
<b>Key Concepts to assess</b>	L1: Children can identify some ways in which they are similar to other people. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different. L2: Children know that people are unique and that it is ok to be different. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different. L3: Children know what bullying means. Children can identify what is bullying and what isn't. Children understand how being bullied might feel. L4: Children know who to tell if they or someone else is being bullied or is feeling unhappy. Children know ways to help a person who is being bullied. L5: Children know skills to make friendships. Children can identify emotions associated with making a new friend. L6: Children can verbalise some of the attributes that make them unique and special.	L1: Children can identify ways in which they are similar to other people. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different and talk about the good things about this. L2: Children know that people are unique and that it is ok to be different. Children know that people have differences and similarities. Children can recognise ways in which they are the same as their friends and ways they are different and why it is good that we are different. L3: Children know what bullying means. Children can identify what is bullying and what isn't. Children understand how being bullied might feel. L4: Children know who to tell if they or someone else is being bullied or is feeling unhappy. Children know ways to help a person who is being bullied. L5: Children know skills to make friendships. Children can identify emotions associated with making a new friend (both positive and negative). L6: Children can verbalise some of the attributes that make them unique and special and recognise why this is important.
<b>Vocabulary</b>	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Unique, Value
<b>Experiences</b>		
<b>SMSC</b>	Moral – bullying and why it is important to stand up for others and not be a bystander.	
<b>British Values</b>	The Rule of Law – laws about discrimination against differences. Mutual respect – for everyone regardless of differences. Tolerance – differences	
<b>School Values</b>	Considerate    Honest    Healthy    Inclusive    Resilient	



# Cherry Tree Academy Medium Term - PSHE

Spring 1		
KS1	Dreams and Goals	
	Year 1	Year 2
	L1: Why is important to stay motivated even when things are challenging? L2: What does it mean to persevere? L3: What does it mean to work well with a partner or group? L4: What is a positive attitude? L5: How can I help others to achieve a goal? L6: How can I achieve my dreams and goals?	L1: Why is important to stay motivated even when things are challenging? L2: What does it mean to persevere? L3: What does it mean to work well with a partner or group? L4: What is a positive attitude? L5: How can I help others to achieve a goal? L6: How can I achieve my dreams and goals?
Key Concepts to assess	L1: Children know how to set simple goals. Children can recognise their own feelings when faced with a challenge/obstacle. L2: Children know how to identify obstacles which make achieving their goals difficult and work out how to overcome them. Children know when a goal has been achieved. L3: Children know that tackling a challenge can stretch their learning. Children can recognise how they feel when they overcome a challenge/obstacle. L3: Children know how to work well with a partner. L4: Children recognise things that they do well. Children can explain how they learn best. L5: Children know how to achieve a goal. Children can celebrate an achievement with a friend. L6: Children can store feelings of success so that they can be used in the future.	L1: Children know how to set simple realistic goals. Children can recognise and name their own feelings when faced with a challenge/obstacle. L2: Children know how to identify obstacles which make achieving their goals difficult and work out small steps of how to overcome them. Children know when a goal has been achieved and can explain how it was achieved. L3: Children know that tackling a challenge can stretch their learning and that this is when most learning happens. Children can recognise how they feel when they overcome a challenge/obstacle and name this feeling. L3: Children know how to work well with a partner and can talk about and explain successful partnerships. L4: Children recognise things that they do well and can share these with others. Children can explain how they learn best and which ways of learning they find trickier. L5: Children know how to achieve a realistic goal. Children can celebrate an achievement with a friend. L6: Children can store feelings of success so that they can be used in the future and can refer back to these when things are challenging.
Vocabulary	Proud, Success, Treasure, Coins, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Realistic, Achievement, Goal, Strength, Persevere, Difficult, Easy, Learning Together, Partner, Product
Experiences		
SMSC	Social – learning to work with a partner and group.	
British Values	Mutual respect & tolerance – working with others	
School Values	Considerate honest healthy resilient inclusive	





# Cherry Tree Academy Medium Term - PSHE

Spring 2		
KS1	Healthy Me	
	Year 1	Year 2
	L1: What does it mean to be healthy? L2: What are healthy choices? L3: Why is important to keep ourselves clean? L4: How does medicine help us and why is it important we use it correctly? L5: How can I stay safe on the road? L6: How does being healthy help me to be happy?	L1: What does it mean to be healthy? L2: What are healthy choices? L3: Why is important to keep ourselves clean? L4: How does medicine help us and why is it important we use it correctly? L5: How can I stay safe on the road? L6: How does being healthy help me to be happy?
Key Concepts to assess	L1: Children know the difference between being healthy and unhealthy. Children know some ways to keep healthy. L2: Children know how to make healthy lifestyle choices. L3: Children know how to keep themselves clean and healthy. Children know that germs cause disease/illness. L4: Children know that all household products, including medicines, can be harmful if not used properly. Children know that medicines can help them if they feel poorly. Children can recognise ways to look after themselves if they feel poorly. L5: Children know how to keep safe when crossing the road. Children know about people who can keep them safe. Children can keep themselves safe. Children can recognise when they feel frightened and know how to ask for help. L6: Children can recognise how being healthy helps them to feel happy. Children can feel good about themselves when they make healthy choices. Children can realise that they are special.	L1: Children know the difference between being healthy and unhealthy. Children know some ways to keep healthy and can explain these to others. L2: Children know how to make healthy lifestyle choices and why this is important. L3: Children know how to keep themselves clean and healthy and why this is important. Children know that germs cause disease/illness. L4: Children know that all household products, including medicines, can be harmful if not used properly. Children know that medicines can help them if they feel poorly. Children can recognise ways to look after themselves if they feel poorly. L5: Children know how to keep safe when crossing the road. Children know about people who can keep them safe and where to find them. Children can keep themselves safe in different situations. Children can recognise when they feel frightened and know how to ask for help (in school and out of school). L6: Children can recognise how being healthy helps them to feel happy and how healthy bodies and healthy minds are linked. Children can feel good about themselves when they make healthy choices. Children can realise that they are special.
Vocabulary	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Dangerous, Medicines, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious
Experiences	Road safety talk? Visit from a doctor/nurse or dentist.	
SMSC		
British Values	The rule of law – children's rights	
School Values	Considerate, <b>healthy</b> , honest, resilient, inclusive	



## Cherry Tree Academy Medium Term - PSHE

Summer 1		
KS1	Relationships	
	Year 1	Year 2
	L1: What is a family? L2: What does been a good friend mean? L3: What is physical contact? L4: Who can help me? L5: What is good about me? L6: Who is special to me?	L1: What is a family? L2: What does been a good friend mean? L3: What is physical contact? L4: Who can help me? L5: What is good about me? L6: Who is special to me?
<b>Key Concepts to assess</b>	L1: Children know that everyone's family is different. Children know that families are founded on belonging, love and care. Children know that there are lots of different types of families. Children can express how it feels to be part of a family and to care for family members. L2: Children know how to make a friend. Children can say what being a good friend means. Children know the characteristics of healthy and safe friends. Children can show skills of friendship. L3: Children know that physical contact can be used as a greeting. Children can identify forms of physical contact they prefer. Children can say no when they receive a touch they don't like. L4: Children know who to ask for help in the school community. Children know about the different people in the school community and how they help. L5: Children can praise themselves and others. Children can recognise some of their personal qualities. L6: Children can say why they appreciate a special relationship.	L1: Children know that everyone's family is different and can show respect for this. Children know that families are founded on belonging, love and care. Children know that there are lots of different types of families. Children can express how it feels to be part of a family and to care for family members. L2: Children know how to make a friend. Children can say what being a good friend means. Children know the characteristics of healthy and safe friends and can talk about how friendships can sometimes be difficult. Children can show skills of friendship. L3: Children know that physical contact can be used as a greeting. Children can identify forms of physical contact they prefer and that there are some forms pf physical contact that they don't like. Children can say no when they receive a touch they don't like. L4: Children know who to ask for help in the school and wider community. Children know about the different people in the school and wider community and how they help. L5: Children can praise themselves and others. Children can recognise some of their personal qualities and say what they like about them. L6: Children can say why they appreciate a special relationship and what makes it special
<b>Vocabulary</b>	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Similarities, Special, Important, Co-operate, Physical contact, Communication, Hugs, Acceptable, Not acceptable, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate,
<b>Experiences</b>		
<b>SMSC</b>	Social – skills of friendship	
<b>British Values</b>	Mutual respect and tolerance – friendships	
<b>School Values</b>	Considerate, healthy, honest, resilient, inclusive	



# Cherry Tree Academy Medium Term - PSHE

Summer 2		
KS1	Changing Me	
	Year 1	Year 2
	L1: What is a life cycle? L2: How do things change? L3: How do people change? L4: What is different about girls and boy's bodies? L5: How do I learn and grow? L6: How can I manage change?	L1: What is a life cycle? L2: How do things change? L3: How do people change? L4: What is different about girls and boy's bodies? L5: How do I learn and grow? L6: How can I manage change?
Key Concepts to assess	L1: Children know that animals including humans have a life cycle. L2: Children know that changes happen when we grow up. Children know that people grow up at different rates and that is normal. Children understand and accept that change is a natural part of getting older L3: Children can identify some things that have changed and some things that have stayed the same since being a baby (including the body). L4: Children know the names of male and female private body parts. Children know that there are correct names for private body parts and nicknames, and when to use them. Children know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Children know who to ask for help if they are worried or frightened. L5: Children know that learning brings about change. Children can express why they enjoy learning. L6: Children can suggest ways to manage change, e.g. moving to a new class.	L1: Children know that animals including humans have a life cycle and can name and talk about some different animal life cycles. L2: Children know that changes happen when we grow up and can describe some of these changes. Children know that people grow up at different rates and that is normal. Children understand and accept that change is a natural part of getting older. L3: Children can identify some things that have changed and some things that have stayed the same since being a baby (including the body). They can talk about how they feel about these changes. L4: Children know the names of male and female private body parts. Children know that there are correct names for private body parts and nicknames, and when to use them. Children know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these. Children know who to ask for help if they are worried or frightened. L5: Children know that learning brings about change and can talk about ways in which their learning has changed. Children can express why they enjoy learning. L6: Children can suggest a wider range of ways to manage change, e.g. moving to a new class.
Vocabulary	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy
Experiences		
SMSC		
British Values	Rule of Law – Children's rights	
School Values	Considerate Healthy Honest Resilient Inclusive	



Autumn 1		
Being me in my World		
LKS2	Year 3	Year 4
	L1: How can I make others feel welcome? L2: How can we <b>try to make our school community a better place?</b> L3: What does <b>'everyone's right to learn'</b> entail? L4: How can we show that we <b>care about other people's feelings</b> L5: Can I <b>work well with others?</b> L6: Why do I <b>choose to follow the Learning Charter?</b>	L1: How can I make others feel welcome? L2: How can we <b>try to make our school community a better place?</b> L3: What does <b>'everyone's right to learn'</b> entail? L4: How can we show that we <b>care about other people's feelings</b> L5: Can I <b>work well with others?</b> L6: Why do I <b>choose to follow the Learning Charter?</b>
<b>Key Concepts to assess</b>	L1: Children will recognise their worth and identify positive things about themselves and their achievements. They will set personal goals L2: Children will face new challenges positively, make responsible choices and ask for help when they need it. L3: Children will understand why rules are needed and how they relate to rights and responsibilities. L4: Children understand that actions affect themselves and others and show that they care about other people's feelings. L5: Children can make responsible choices and take action. L6: Children understand that actions affect others and try to see things from other points of view.	L1: Children will recognise their worth and identify positive things about themselves and their achievements. They will set personal goals and record in their jigsaw journal. L2: Children will face new challenges positively, make responsible choices and ask for help when they need it. L3: Children will understand why rules are needed and how they relate to rights and responsibilities. L4: Children understand that actions affect themselves and others and show that they care about other people's feelings. L5: Children can make responsible choices and take action. Children can work cooperatively in a group. L6: Children understand that actions affect others and try to see things from other points of view. Children will choose to follow the charter.
<b>Vocabulary</b>	<i>Welcome, Valued, Achievements, Proud, Pleased, Personal goal            Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears            Worries, Solutions, Support, Rights, Responsibilities, Behaviour, Rewards,            Consequences, Actions, cooperate, view point, learning charter.</i>	<i>Welcome, Valued, Achievements, Proud, Pleased, Personal goal            Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears            Worries, Solutions, Support, Rights, Responsibilities, Behaviour, Rewards, Consequences,            Actions, cooperate, view point, learning charter.</i>
<b>Experiences</b>	Nominations and elections for school council.	
<b>SMSC</b>	Moral – responsibility to self and others. Social – responsibility to ourselves and others and working as part of a team and a class	
<b>British Values</b>	Rule of Law – why we have laws and why they are important in the world Democracy – forming the class charter	
<b>School Values</b>		



Autumn 2		
LKS2	Celebrating Difference	
	Year 3	Year 4
	L1: Why is it important to <b>accept that everyone is different?</b> L2: How can I <b>include others when working and playing?</b> L3: How can I <b>help if someone is being bullied?</b> L4: How can we <b>try to solve problems?</b> L5: Why is it important to <b>try to use kind words?</b> L6: Do I <b>know how to give and receive compliments?</b>	L1: Why is it important to <b>accept that everyone is different?</b> L2: How can I <b>include others when working and playing?</b> L3: How can I <b>help if someone is being bullied?</b> L4: How can we <b>try to solve problems?</b> L5: Why is it important to <b>try to use kind words?</b> L6: Do I <b>know how to give and receive compliments?</b>
<b>Key Concepts to assess</b>	L1: Children will understand that everybody's family is different and important to them. L2: Children understand that differences and conflicts sometimes happen among family members. L3: Children know what bullying is and know what to do if they witness it. L4: Children know that witnesses can make the situation better or worse by what they do. L5: Children will recognise that some words are used in hurtful ways L6: Children can tell you about a time when words affected someone's feelings and what the consequences were.	L1: Children will understand that everybody's family is different and important to them. Children will give examples of diversity within families. L2: Children understand that differences and conflicts sometimes happen among family members and could say how conflicts could be resolved. L3: Children know some ways of helping to make someone who is bullied feel better. L4: Children can problem-solve a bullying situation with others L5: Children explain why it is important to try hard not to use hurtful words L6: Children can give and receive compliments and know how this feels.
<b>Vocabulary</b>	<i>Family, Loving, caring, Safe, Connected, Difference, Special, Conflict Solve, Solutions, Resolve Witness, Bystander, Bullying Consequences Hurtful, Compliment, Special, Unique, Difference, Similarity</i>	<i>Family, Loving, caring, Safe, Connected, Difference, Special, Conflict Solve, Solutions, Resolve Witness, Bystander, Bullying Consequences Hurtful, Compliment, Special, Unique, Difference, Similarity</i>
<b>Experiences</b>		
<b>SMSC</b>	Moral – bullying and why it is important to stand up for others and not be a bystander.	
<b>British Values</b>	The Rule of Law – laws about discrimination against differences. Mutual respect – for everyone regardless of differences. Tolerance – celebrate differences	
<b>School Values</b>	Considerate Resilient Honest Healthy Inclusive	





Spring 1		
LKS2	Dreams and goals	
	Year 3	Year 4
	L1: How will I <b>stay motivated when doing something challenging?</b> L2: How will I <b>keep trying even when it is difficult?</b> L3: What is the benefit of <b>working well with a partner or in a group?</b> L4: Do I have a <b>positive attitude?</b> L5: How can I <b>help others to achieve their goals?</b> L6: How am I <b>working hard to achieve my own dreams and goals?</b>	L1: How will I <b>stay motivated when doing something challenging?</b> L2: How will I <b>keep trying even when it is difficult?</b> L3: What is the benefit of <b>working well with a partner or in a group?</b> L4: Do I have a <b>positive attitude?</b> L5: How can I <b>help others to achieve their goals?</b> L6: How am I <b>working hard to achieve my own dreams and goals?</b>
<b>Key Concepts to assess</b>	L1: Children tell you about a person who has faced difficult challenges and achieved success. L2: Children can identify a dream/ambition that is important to them. L3: Children will enjoy facing new learning challenges and working out the best ways to achieve them. L4: Children will be motivated and enthusiastic about achieving our new challenge. L5: Children can recognise obstacles which might hinder their achievement and take steps to overcome them. L6: Children can evaluate their own learning process and identify how it can be better next time.	L1: Children tell you about a disabled person who has faced difficult challenges and achieved success. L2: Children can imagine and say how it will feel to achieve their dream/ambition. L3: Children will break down a goal into a number of steps and know how others could help them to achieve it L4: Children know that they are responsible for their own learning and can use their strengths as a learner to achieve the challenge. L5: Children can recognise obstacles which might hinder their achievement and take steps to overcome them. L6: Children can evaluate their own learning process and identify how it can be better next time.
<b>Vocabulary</b>	<i>Perseverance, Challenges, Success, Obstacles, Dreams, Goals Ambitions, Future, Team work, Leadership, Cooperation, Strengths, Motivated, Enthusiastic, Frustration Success Self-review, Celebrate, Evaluate</i>	<i>Perseverance, Challenges, Success, Obstacles, Dreams, Goals Ambitions, Future, Team work, Leadership, Cooperation, Strengths, Motivated, Enthusiastic, Frustration Success Self-review, Celebrate, Evaluate</i>
<b>Experiences</b>		
<b>SMSC</b>	Social – learning to work with a partner and group.	
<b>British Values</b>	Mutual respect & tolerance – working with others	
<b>School Values</b>	Considerate Resilient Honest Healthy Inclusive	



Spring 2		
LKS2	Healthy Me	
	Year 3	Year 4
	<b>L1:</b> What does it mean to have <b>made a healthy choice</b> ? <b>L2:</b> Have I eaten a healthy, balanced diet today? <b>L3:</b> Have I been physically active today? <b>L4:</b> When have I tried to keep myself and others safe? <b>L5:</b> Do I know how to be a good friend and enjoy healthy friendships? <b>L6:</b> Do I know how to keep calm and deal with difficult situations?	<b>L1:</b> What does it mean to have <b>made a healthy choice</b> ? <b>L2:</b> Have I eaten a healthy, balanced diet today? <b>L3:</b> Have I been physically active today? <b>L4:</b> When have I tried to keep myself and others safe? <b>L5:</b> Do I know how to be a good friend and enjoy healthy friendships? <b>L6:</b> Do I know how to keep calm and deal with difficult situations?
<b>Key Concepts to assess</b>	L1: Children understand how exercise affects their body and know why their heart and lungs are such important organs. L2: Children know that the amount of calories, fat and sugar put into their body will affect their health L3: Children can tell you their knowledge and attitude towards drugs. L4: Children can identify things, people and places that they need to keep safe from L5: Children can identify when something feels safe or unsafe L6: Children understand how complex their body is and how important it is to take care of it	L1: Children understand how exercise affects their body and know why their heart and lungs are such important organs. They can set themselves a fitness goal. L2: Children know that the amount of calories, fat and sugar put into their body will affect their health L3: Children can tell you their knowledge and attitude towards drugs and say how they feel about the topic. L4: Children can identify things, people and places that they need to keep safe from and how to call emergency services. L5: Children can take responsibility for keeping themselves and others safe. L6: Children understand how complex their body is and how important it is to take care of it
<b>Vocabulary</b>	<i>Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs            Heart, Fitness, Labels, Sugar, Fat, Saturated Fat Healthy            Drugs, Attitude Safe, Anxious, Scared, Strategy, Advice            Dangerous, Emergency, Emergency Services</i>	<i>Oxygen, Energy, Calories/ Kilojoules, Heartbeat, Lungs            Heart, Fitness, Labels, Sugar, Fat, Saturated Fat Healthy            Drugs, Attitude Safe, Anxious, Scared, Strategy, Advice            Dangerous, Emergency, Emergency Services</i>
<b>Experiences</b>		
<b>SMSC</b>		
<b>British Values</b>	The rule of law – rights of the child	
<b>School Values</b>	Considerate Resilient Honest Healthy Inclusive	



Summer 1		
LKS2	Relationships	
	Year 3	Year 4
	<b>L1: Do I know how to make friends?</b> <b>L2: How can I try to solve friendship problems when they occur?</b> <b>L3: How can I help others to feel part of a group?</b> <b>L4: Why is it important to show respect in how we treat others?</b> <b>L5: How can I help myself and others when they feel upset or hurt?</b> <b>L6: Do I know and show what makes a good relationship?</b>	<b>L1: Do I know how to make friends?</b> <b>L2: How can I try to solve friendship problems when they occur?</b> <b>L3: How can I help others to feel part of a group?</b> <b>L4: Why is it important to show respect in how we treat others?</b> <b>L5: How can I help myself and others when they feel upset or hurt?</b> <b>L6: Do I know and show what makes a good relationship?</b>
<b>Key Concepts to assess</b>	L1: Children can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females L2: Children can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener L3: Children know and can use some strategies for keeping themselves safe online L4: Children can explain how some of the actions and work of people around the world help and influence their life L5: Children understand how their needs and rights are shared by children around the world and can identify how their lives may be different. L6: Children know how to express their appreciation to their friends and family	L1: Children can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females L2: Children know how to negotiate in conflict situations to try to find a win-win solution L3: Children know and can use some strategies for keeping themselves safe online and know who to ask for help with a concern online. L4: Children can explain how some of the actions and work of people around the world help and influence their life L5: Children understand how their needs and rights are shared by children around the world and can identify how their lives may be different. L6: Children know how to express their appreciation to their friends and family and enjoy being part of a friends and family friendship group.
<b>Vocabulary</b>	Male, Female, Unisex, Role, job, Responsibilities, Differences, Similarities, Respect, Stereotype, Careers Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Direct Messaging (DM), Gaming, Appreciation	Male, Female, Unisex, Role, job, Responsibilities, Differences, Similarities, Respect, Stereotype, Careers Safe, Unsafe, Risky, Internet, Social media, Private Messaging (PM), Direct Messaging (DM), Gaming, Appreciation
<b>Experiences</b>		
<b>SMSC</b>	Social – skills of friendship	
<b>British Values</b>	Mutual respect and tolerance – friendships	
<b>School Values</b>	Considerate	



Summer 2		
LKS2	Changing Me	
	Year 3	Year 4
	<p><b>L1: Do I</b> understand that everyone is unique and special?</p> <p><b>L2:</b> Can express how I feel when change happens?</p> <p><b>L3: Do I</b> understand and respect the changes that I see in myself?</p> <p><b>L4: Do I</b> understand and respect the changes that I see in other people?</p> <p><b>L5:</b> Do I know who to ask for help if I am worried about change?</p> <p><b>L6:</b> Do I recognise how I feel about change?</p>	<p><b>L1: Do I</b> understand that everyone is unique and special?</p> <p><b>L2:</b> Can express how I feel when change happens?</p> <p><b>L3: Do I</b> understand and respect the changes that I see in myself?</p> <p><b>L4: Do I</b> understand and respect the changes that I see in other people?</p> <p><b>L5:</b> Do I know who to ask for help if I am worried about change?</p> <p><b>L6:</b> Do I recognise how I feel about change?</p>
<b>Key Concepts to assess</b>	<p>L1: Children understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby.</p> <p>L2: Children understand how babies grow and develop in the mother's uterus.</p> <p>L3: Children understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p> <p>L4: Children can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>L5: Children can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>L6: Children can identify what they are looking forward to when they move to their next class</p>	<p>L1: Children understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby.</p> <p>L2: Children understand how babies grow and develop in the mother's uterus. Children understand what a baby needs to live and grow.</p> <p>L3: Children understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. Children can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>L4: Children can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>L5: Children can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>L6: Children can identify what they are looking forward to when they move to their next class and can start to think about changes they will make next year and know how to go about this.</p>
<b>Vocabulary</b>	<p><i>Male, Female, Changes, Birth, Animals, Babies, Mother Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive Love, affection, Care, Puberty Testicles, Sperm, Penis, Ovaries Egg, Ovum/Ova, Womb/Uterus, Vagina, Breasts Stereotypes Looking forward, Excited, Nervous, Anxious, Happy</i></p>	<p><i>Male, Female, Changes, Birth, Animals, Babies, Mother Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive Love, affection, Care, Puberty Testicles, Sperm, Penis, Ovaries Egg, Ovum/Ova, Womb/Uterus, Vagina, Breasts Stereotypes Looking forward, Excited, Nervous, Anxious, Happy</i></p>
<b>Experiences</b>		
<b>SMSC</b>	Social – discussing content in a mature manner	
<b>British Values</b>	Tolerance – celebrating difference	
<b>School Values</b>	Considerate. Inclusive	



Autumn 1		
Being me in the Wider World		
UKS2	Year 5	Year 6
	<p>L1: How can we help others to feel welcome?</p> <p>L2: Can we make our school community a better place?</p> <p>L3: Is everyone's right to learn important?</p> <p>L4: How do we care about other people's feelings?</p> <p>L5: Do we work well with others?</p> <p>L6: Why do we choose to follow the Learning Charter?</p>	<p>L1: How can we help others to feel welcome?</p> <p>L2: Can we make our school community a better place?</p> <p>L3: Is everyone's right to learn important?</p> <p>L4: How do we care about other people's feelings?</p> <p>L5: Do we work well with others?</p> <p>L6: Why do we choose to follow the Learning Charter?</p>
Key Concepts to assess	<p>L1: Identify my goals for this year, understand my fears and worries about the future, and know how to express them.</p> <p>L2: Know that there are universal rights for all children, but for many children, these rights are not met.</p> <p>L3: Understand that my actions affect other people locally and globally.</p> <p>L4: Can make choices about my own behaviour because I understand how rewards and consequences feel, and I understand how these relate to my rights and responsibilities.</p> <p>L5: Understand how an individual's behaviour can impact a group.</p> <p>L6: Understand how democracy and having a voice benefit the school community.</p>	<p>L1: Identify my goals for this year, understand my fears and worries about the future, and know how to express them effectively.</p> <p>L2: Know that there are universal rights for all children, but for many children, these rights are not met, and recognise the importance of advocating for these rights.</p> <p>L3: Understand that my actions have consequences that can impact other people locally and globally and reflect on how I can contribute positively to my community.</p> <p>L4: Can make informed choices about my own behaviour because I understand how rewards and consequences feel, and I recognise how these relate to my rights and responsibilities as a global citizen.</p> <p>L5: Understand how an individual's behaviour can influence and contribute to the dynamics of a group and appreciate the value of teamwork and cooperation.</p> <p>L6: Understand how democracy and having a voice benefit the school community, and actively participate in decision-making processes to contribute to a positive school environment.</p>
Vocabulary	Laws, Learning Charter, Collaboration, Participation, Motivation, Rights, Responsibilities, Rewards, Consequences, Democracy, Decision, Proud, opportunities, Community	Laws, Learning Charter, Collaboration, Participation, Motivation, Rights, Responsibilities, Rewards, Consequences, Democracy, Decision, Proud, opportunities, Community
Experiences		





## Cherry Tree Academy Medium Term - PSHE

SMSC	Moral – responsibility to self and others. Social – responsibility to ourselves and others and working as part of a team and a class
British Values	Rule of Law – why we have laws and why they are important in the world Democracy – forming the class charter
School Values	Considerate Resilient Honest Healthy Inclusive



## Cherry Tree Academy Medium Term - PSHE

Autumn 2		
UKS2	Celebrating Difference	
	Year 5	Year 6
	L1: How can we accept and celebrate that everyone is different? L2: Do we include others when working and playing? L3: Do we know how to help if someone is being bullied? L4: How can we solve problems? L5: Which words can we to be use kind? L6: How can we give and receive compliments?	L1: How can we accept and celebrate that everyone is different? L2: Do we include others when working and playing? L3: Do we know how to help if someone is being bullied? L4: How can we solve problems? L5: Which words can we to be use kind? L6: How can we give and receive compliments?
Key Concepts to assess	L1: Understand that there are different perceptions about what "normal" means. L2: Understand how being different can affect someone's life. L3: Explain some of the ways in which one person or a group can have power over another. L4: Know some of the reasons why people use bullying behaviours. L5: Give examples of people with disabilities who lead amazing lives. L6: Explain ways in which difference can be a source of conflict and a cause for celebration.	L1: Understand that different people have different perspectives about what "normal" means. L2: Understand how being different can affect someone's life, both in positive and challenging ways. L3: Explain how one person or a group can have power over others, and why this can sometimes be unfair. L4: Know some reasons why people might bully others and discuss ways to stop bullying. L5: Give examples of people with disabilities who live inspiring lives. L6: Explain how differences can sometimes lead to disagreements but also bring richness to our communities.
Vocabulary	Celebration, Difference, Conflict, Accolade, Disability, Perseverance, Admiration, Stamina, Direct, Indirect, Struggle Imbalance, Viewpoint, Perspective, Assumption, Belonging, Experience, Equality Act, Rights, Community, Respect, Empathy	Celebration, Difference, Conflict, Accolade, Disability, Perseverance, Admiration, Stamina, Direct, Indirect, Struggle Imbalance, Viewpoint, Perspective, Assumption, Belonging, Experience, Equality Act, Rights, Community, Respect, Empathy
Experiences		
SMSC	Moral – bullying and why it is important to stand up for others and not be a bystander.	
British Values	The Rule of Law – laws about discrimination against differences. Mutual respect – for everyone regardless of differences. Tolerance – celebrate differences	
School Values	Considerate, Resilient, Honest, Healthy, Inclusive	



Spring 1		
UKS2	Dreams and goals	
	Year 5	Year 6
	L1: How can we stay motivated when doing something challenging? L2: What do we do to keep trying even when it is difficult? L3: Can we work well with a partner or in a group? L4: What does having a positive attitude look like? L5: How can we help others to achieve their goals? L6: Are we working hard to achieve their own dreams and goals?	L1: How can we stay motivated when doing something challenging? L2: What do we do to keep trying even when it is difficult? L3: Can we work well with a partner or in a group? L4: What does having a positive attitude look like? L5: How can we help others to achieve their goals? L6: Are we working hard to achieve their own dreams and goals?
Key Concepts to assess	L1: Know my learning strengths and can set challenging but realistic goals for myself (e.g., one in-school goal and one out-of-school goal). L2: Can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work on these steps. L3: Identify problems in the world that concern me and discuss them with other people. L4: Can collaborate with others to contribute to making the world a better place. L5: Describe ways in which I can collaborate with others to contribute to making the world a better place. L6: Know what some people in my class like or admire about me and can accept their praise.	L1: Know my learning strengths and can set challenging but realistic goals for myself (e.g., one in-school goal and one out-of-school goal), considering how these goals align with my long-term aspirations. L2: Can work out the learning steps I need to take to reach my goal and understand how to motivate myself to work consistently towards achieving them, even when faced with challenges. L3: Identify global or local issues that concern me and engage in meaningful discussions with peers and adults to explore possible solutions. L4: Can collaborate effectively with peers and community members to make the world a better place. L5: Describe specific strategies and actions I can undertake with others to contribute positively to my community or environment, considering the impact and sustainability of these actions. L6: Recognise and appreciate feedback from peers and teachers about my strengths and positive contributions and demonstrate the ability to acknowledge and accept praise gracefully.
Vocabulary	Admire, Respect, Achievement, Praise, Compliment, Contribution, Recognition, Suffering, Hardship, Empathy, Motivation	Admire, Respect, Achievement, Praise, Compliment, Contribution, Recognition, Suffering, Hardship, Empathy, Motivation
Experiences		
SMSC	Social – learning to work with a partner and group.	
British Values	Mutual respect & tolerance – working with others	
School Values	Considerate Inclusive	



Spring 2		
UKS2	Healthy Me	
	Year 5	Year 6
	L1: Have we made a healthy choice to benefit our health? L2: Have we eaten a healthy, balanced diet this week? L3: Have we been physically active? L4: Have we tried to keep ourselves and others safe? L5: Do we know how to be a good friend and enjoy healthy friendships? L6: Do we know how to keep calm and deal with difficult situations?	L1: Have we made a healthy choice to benefit our health? L2: Have we eaten a healthy, balanced diet this week? L3: Have we been physically active? L4: Have we tried to keep ourselves and others safe? L5: Do we know how to be a good friend and enjoy healthy friendships? L6: Do we know how to keep calm and deal with difficult situations?
Key Concepts to assess	L1: Take responsibility for my health and make choices that benefit my health and well-being. L2: Know about different types of drugs, their uses, and their effects on the body, particularly the liver and heart. L3: Understand that some people can be exploited and made to do things that are against the law. L4: Know why some people join gangs and the risks involved. L5: Understand what it means to be emotionally well and can explore people's attitudes towards mental health and illness. L6: Can recognise stress and the triggers that cause it and understand how stress can lead to drug and alcohol misuse.	L1: Take responsibility for my health and make choices that benefit my health and well-being, setting specific goals for physical fitness and mental well-being. L2: Know about different types of drugs, their uses, and their effects on the body, particularly the liver and heart, and discuss why it's important to avoid substance abuse. L3: Understand that some people can be exploited and made to do things that are against the law and know where to seek help if faced with such situations. L4: Know why some people join gangs and the risks involved and discuss alternatives to joining gangs to stay safe and make positive choices. L5: Understand what it means to be emotionally well and can explore people's attitudes towards mental health and illness, promoting empathy and understanding among peers. L6: Can recognise stress and the triggers that cause it and understand how stress can lead to drug and alcohol misuse, developing strategies to manage stress effectively.
Vocabulary	Stress, Triggers, Strategies, Managing Stress, Pressure, Mental health, Emotional health, Mental illness, Symptoms, Pressure Strategies, Reputation, Anti-social,	Stress, Triggers, Strategies, Managing Stress, Pressure, Mental health, Emotional health, Mental illness, Symptoms, Pressure Strategies, Reputation, Anti-social,
Experiences		



## Cherry Tree Academy Medium Term - PSHE

SMSC	Understanding the effects of drugs and making healthy choices promotes personal well-being and contributes to a positive and responsible community.
British Values	The rule of law – rights of the child
School Values	Considerate Resilient Honest Healthy Inclusive





Summer 1		
UKS2	Relationships	
	Year 5	Year 6
	L1: Do we know how to make friends? L2: How can we try to solve friendship problems when they occur? L3: Do we help others to feel part of a group? L4: Do we show respect in how we treat others? L5: How can we help ourselves and others when they feel upset or hurt? L6: Do we know and show what makes a good relationship?	L1: Do we know how to make friends? L2: How can we try to solve friendship problems when they occur? L3: Do we help others to feel part of a group? L4: Do we show respect in how we treat others? L5: How can we help ourselves and others when they feel upset or hurt? L6: Do we know and show what makes a good relationship?
Key Concepts to assess	L1: Know that it is important to take care of my mental health. L2: Know how to take care of my mental health. L3: Understand that there are different stages of grief and different types of loss that cause people to grieve. L4: Can recognise when people are trying to gain power or control. L5: Can judge whether something online is safe and helpful for me. L6: Can use technology positively and safely to communicate with my friends and family.	L1: Know that it is important to take care of my mental health by recognising and managing feelings like stress and anxiety. L2: Know how to take care of my mental health by talking to trusted adults, practicing relaxation techniques, and seeking support when needed. L3: Understand that there are different stages of grief, such as sadness, anger, and acceptance, and that different types of loss, like losing a pet or moving homes, can cause people to grieve. L4: Can recognise when people are trying to gain power or control by understanding signs like manipulation or bullying behaviours. L5: Can judge whether something online is safe and helpful for me by checking sources, discussing with adults, and being cautious with personal information. L6: Can use technology positively and safely to communicate with my friends and family by being respectful, aware of online etiquette, and protecting privacy.
Vocabulary	Grief, Denial, Despair, Guilt, Shock, Hopelessness, Communication, Technology, Power, Control, Cyberbullying Abuse, Pressure, Influences, Self-control, Authority, Bullying Script, Assertive, Strategies	Grief, Denial, Despair, Guilt, Shock, Hopelessness, Communication, Technology, Power, Control, Cyberbullying Abuse, Pressure, Influences, Self-control, Authority, Bullying Script, Assertive, Strategies
Experiences		
SMSC	Social – skills of friendship	
British Values	Mutual respect and tolerance – friendships	
School Values	Honest, Considerate, Inclusive	



Summer 2		
UKS2	Changing Me	
	Year 5	Year 6
	<p>L1: Do we <b>understand that everyone is unique and special?</b></p> <p>L2: <b>Can we express how we feel when change happens?</b></p> <p>L3: Do we understand <b>and respect the changes that we see in ourselves?</b></p> <p>L4: Do we <b>understand and respect the changes that we see in other people?</b></p> <p>L5: <b>Do I know myself well enough to maintain positive relationships with others whilst keeping my own identity?</b></p> <p>L6: <b>do we know who to ask for help if we are worried about change?</b></p>	<p>L1: Do we understand that everyone is unique and special?</p> <p>L2: Can we express how we feel when change happens?</p> <p>L3: Do we understand and respect the changes that we see in ourselves?</p> <p>L4: Do we understand and respect the changes that we see in other people?</p> <p>L5: Do I know myself well enough to maintain positive relationships with others whilst keeping my own identity?</p> <p>L6: do we know who to ask for help if we are worried about change?</p>
<b>Key Concepts to assess</b>	<p>L1: Aware of my own self-image and how my body image fits into that.</p> <p>L2: Can explain how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally.</p> <p>L3: Can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>L4: Understand how being physically attracted to someone changes the nature of relationships and what that might mean about having a girlfriend/boyfriend.</p> <p>L5: Know myself well enough to maintain positive relationships with others while keeping my own identity.</p> <p>L6: Aware of the importance of positive self-esteem and what I can do to develop it.</p>	<p>L1: Aware of my own self-image and how my body image fits into that, including understanding the influence of media and peer perceptions.</p> <p>L2: Can explain how girls' and boys' bodies change during puberty, emphasising the emotional and physical aspects, and understand the importance of looking after themselves physically and emotionally.</p> <p>L3: Can describe in detail how a baby develops from conception through the nine months of pregnancy and how it is born.</p> <p>L4: Understand how being physically attracted to someone changes the nature of relationships and what that might mean about having a girlfriend/boyfriend.</p> <p>L5: Know myself well enough to maintain positive relationships with others while still keeping my own identity intact, recognising the balance between social interactions and personal boundaries.</p> <p>L6: Aware of the importance of positive self-esteem and what I can do to develop it, including strategies like self-reflection, setting personal goals, and seeking support from trusted individuals.</p>
<b>Vocabulary</b>	<i>Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health, Independence, Identity, Values, Attraction, Relationship, Pressure, Sexting, Consent, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix</i>	<i>Self-esteem, Negative body-talk, Choice, Feelings/emotions, Challenge, Mental health, Independence, Identity, Values, Attraction, Relationship, Pressure, Sexting, Consent, Pregnancy, Embryo, Foetus, Placenta, Umbilical cord, Labour, Contractions, Cervix</i>
<b>Experiences</b>		



Cherry Tree Academy Medium Term - PSHE

<b>SMSC</b>	Social – discussing content in a mature manner
<b>British Values</b>	Tolerance – celebrating difference
<b>School Values</b>	Considerate Resilient Honest Healthy Inclusive



# MEDIUM TERM PLAN

Cycle B





Autumn 1		
KS1	What is the good news Christians believe Jesus brings? (part 1)	
	Year 1	Year 2
	<p>L1: What did Jesus' good news mean for Matthew in the Bible story?</p> <p>L2: What was the good news that Christians might say Jesus brought to Matthew in the Bible story?</p> <p>L3: What do many Christian people feel is the good news that Jesus brings about forgiveness?</p> <p>L4: What do many Christian people feel is the good news that Jesus brings about peace?</p> <p>L5: What might Christians do to follow the life of Jesus and bring 'good news' to people?</p> <p>L6: How might Christian prayer link to saying sorry and forgiveness?</p>	<p>L1: What did Jesus' good news mean for Matthew in the Bible story?</p> <p>L2: What was the good news that Christians might say Jesus brought to Matthew in the Bible story?</p> <p>L3: What do many Christian people feel is the good news that Jesus brings about forgiveness?</p> <p>L4: What do many Christian people feel is the good news that Jesus brings about peace?</p> <p>L5: What might Christians do to follow the life of Jesus and bring 'good news' to people?</p> <p>L6: How might Christian prayer link to saying sorry and forgiveness?</p>
<b>Key Concepts to assess</b>	<p>L1: Children can tell the story of Matthew. Children can explain who Jesus chose to be his followers.</p> <p>L2: Children can explain what Christians may think the good news was that Jesus brought to Matthew.</p> <p>L3: Children know what forgiveness is and can identify it in stories Jesus told.</p> <p>L4: Children know what peace means and can identify different kinds of peace.</p> <p>L5: Children can identify ways a Christian person might help others.</p> <p>L6: Children know that when Christians feel troubled they turn to God. Children know that many Christian people pray and this might be in a church.</p>	<p>L1: Children can tell the story of Matthew. Children can explain who Jesus chose to be his followers and why.</p> <p>L2: Children can explain what Christians may think the good news was that Jesus brought to Matthew. They can link this to other stories or real life.</p> <p>L3: Children know what forgiveness is and can identify it in stories Jesus told. Children can talk about when they might need to forgive.</p> <p>L4: Children know what peace means and can identify different kinds of peace. Children can identify when they feel at peace.</p> <p>L5: Children can identify ways a Christian person might help others. Children can link this to events that have taken place in school.</p> <p>L6: Children know that when Christians feel troubled they turn to God. Children know that many Christian people pray and this might be in a church. Children can link prayer to forgiveness and saying sorry.</p>
<b>Vocabulary</b>	Christians, Jesus, Matthew, Fishermen, Disciples, Tax collector, peace, forgiveness, Apostles	Christians, Jesus, Matthew, Fishermen, Disciples, Tax collector, peace, forgiveness, Apostles, Bible, story, parable, prayer, Church
<b>Experiences</b>		
<b>SMSC</b>	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
<b>British Values</b>	<p>Mutual respect – for all people regardless of religion.</p> <p>Tolerance – of all people regardless of religion.</p>	
<b>School Values</b>	Considerate Inclusive	





## Cherry Tree Academy Medium Term - PSHE

Autumn 2		
Who is Jewish and how do they live?		
KS1	Year 1	Year 2
	L1: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L2: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L3: How and why do Jewish people celebrate Shabbat? L4: What stories do Jewish people tell from the Torah? L5: What might the story of Chanukah make Jewish people think about? L6: Who is Jewish and how do they live?	L1: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L2: What is precious to Jewish people? What does a mezuzah remind Jewish people about? L3: How and why do Jewish people celebrate Shabbat? L4: What stories do Jewish people tell from the Torah? L5: What might the story of Chanukah make Jewish people think about? L6: Who is Jewish and how do they live?
Key Concepts to assess	L1: Children can name some things that are precious to Jewish people. Children can recognise and name the Star of David and know this is an important symbol to Jewish people. Children know what a mezuzah is and what it reminds Jewish people about. L2: Children can name some things that are precious to Jewish people. Children can recognise and name the Star of David and know this is an important symbol to Jewish people. Children know what a mezuzah is and what it reminds Jewish people about. Children know about and call explain the special Jewish prayer. L3: Children know that Shabbat is a special day for Jewish people. Children know why Jewish people rest on Shabbat. Children know how many Jewish people greet each other on Shabbat. L4: Children can recognise and name the Torah scroll. Children know that the Torah scroll is important to Jewish people. Children know the story of David and Goliath. L5: Children know the main parts of the Hanukah story. Children know some things that happen at Hanukah and why it is special. L6: End point assessment of above.	L1: Children can name some things that are precious to Jewish people. Children can recognise and name the Star of David and know this is an important symbol to Jewish people and why. Children know what a mezuzah, can explain what it contains and how it is used, and what it reminds Jewish people about. L2: Children can name some things that are precious to Jewish people. Children can recognise and name the Star of David and know this is an important symbol to Jewish people and why. Children know what a mezuzah, can explain what it contains and how it is used, and what it reminds Jewish people about. Children know about and call explain the special Jewish prayer. L3: Children know that Shabbat is a special day for Jewish people and why. Children know why Jewish people rest on Shabbat and can link this to rest days on other religions. Children know how many Jewish people greet each other on Shabbat and what this greeting means. L4: Children can recognise and name the Torah scroll. Children know that the Torah scroll is important to Jewish people and can talk about why. Children know the story of David and Goliath. Children can explain what Jewish people can learn from the story of David and Goliath. L5: Children know and can retell the main parts of the Hanukah story. Children know some things that happen at Hanukah and why it is special. L6: End point assessment of above.
Vocabulary	Synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David.	Synagogue, Torah, Jewish, Mezuzah, Shabbat, Shema, God, Chanukah, Dreidel, Star of David. Festival, celebration, religion, important, symbol
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



Spring 1		
KS1	What is the good new Christians believe Jesus brings? (Part 2)	
	Year 1	Year 2
	<p>L1: What can we say about peace as part of the good news Christians believe Jesus brings?</p> <p>L2: How can we show the good news that Christians believe Jesus brings?</p> <p>L3: What do Christians believe Jesus showed them about how to pray?</p> <p>L4: What are the important parts of prayer for many Christians?</p> <p>L5: What is the good news Christians believe Jesus brings?</p> <p>L6: What do we know about the good news Christians believe Jesus brings?</p>	<p>L1: What can we say about peace as part of the good news Christians believe Jesus brings?</p> <p>L2: How can we show the good news that Christians believe Jesus brings?</p> <p>L3: What do Christians believe Jesus showed them about how to pray?</p> <p>L4: What are the important parts of prayer for many Christians?</p> <p>L5: What is the good news Christians believe Jesus brings?</p> <p>L6: What do we know about the good news Christians believe Jesus brings?</p>
Key Concepts to assess	<p>L1: Children know what peace is. Children can think of places where they feel at peace. Children know that Christian people believe Jesus brings peace.</p> <p>L2: Children can name some of the good news that Christians believe Jesus. Children can represent their ideas through art.</p> <p>L3: Children can name some ways Christians might keep their focus on Jesus. Children know about the Lord's Prayer.</p> <p>L4: Children can name different parts of Christian prayer – thanks, praise, sorry, ask.</p> <p>L5: Children know the story of Jesus and the fishermen.</p> <p>L6: End point assessment against all of the above.</p>	<p>L1: Children know what peace is. Children can think of places where they feel at peace and say why they make them feel this way. Children know that Christian people believe Jesus brings peace.</p> <p>L2: Children can name the four good news things that Christians believe Jesus brings – peace, love, forgiveness, eternal life. Children can represent their ideas through art.</p> <p>L3: Children can name four ways Christians might keep their focus on Jesus. Children know about the Lord's Prayer and can recite part of it.</p> <p>L4: Children can name different parts of Christian prayer – thanks, praise, sorry, ask. They can say what each part means and might look like.</p> <p>L5: Children know the story of Jesus and the fishermen and can link this to good news.</p> <p>L6: End point assessment against all of the above.</p>
Vocabulary	Christians, Jesus, Matthew, Fisherman, Disciples, Tax collector, Peace, Forgiveness, Apostles, Prayer	Christians, Jesus, Matthew, Fisherman, Disciples, Tax collector, Peace, Forgiveness, Apostles, Prayer, eternal life, love, focus, worship
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	<p>Mutual respect – for all people regardless of religion.</p> <p>Tolerance – of all people regardless of religion.</p>	
School Values	<p>Considerate</p> <p>Inclusive</p>	



Spring 2		
KS1	Why does Easter matter to Christians?	
	Year 1	Year 2
	<p>L1: What are the main events of the Bible story of Holy week and Easter?</p> <p>L2: What are the six biggest moments in the Easter story?</p> <p>L3: How do Christians feel about the main events of the Bible story of Holy week and Easter?</p> <p>L4: Why do Christians say 'Good Friday' for the day that Jesus died?</p> <p>L5: What impact does the Easter story have on many Christians?</p> <p>L6: Why does Easter matter to Christians?</p>	<p>L1: What are the main events of the Bible story of Holy week and Easter?</p> <p>L2: What are the six biggest moments in the Easter story?</p> <p>L3: How do Christians feel about the main events of the Bible story of Holy week and Easter?</p> <p>L4: Why do Christians say 'Good Friday' for the day that Jesus died?</p> <p>L5: What impact does the Easter story have on many Christians?</p> <p>L6: Why does Easter matter to Christians?</p>
Key Concepts to assess	<p>L1: Children know the Easter story and can put it in the correct order.</p> <p>L2: Children can identify the six most important parts of the Easter story. Children can use art as a way of expressing their ideas.</p> <p>L3: Children can talk about the feelings associated with parts of the Easter story and how and why these change at different points.</p> <p>L4: Children know why Christians call Jesus a saviour.</p> <p>L5: Children can explain why Easter is important to Christian people.</p> <p>L6: End point assessment against the above.</p>	<p>L1: Children know the Easter story and can put it in the correct order.</p> <p>L2: Children can identify the six most important parts of the Easter story and explain why they have chosen them. Children can use art as a way of expressing their ideas.</p> <p>L3: Children can talk about the feelings associated with parts of the Easter story and how and why these change at different points. They can identify these feelings as good or not so good feelings.</p> <p>L4: Children know why Christians call Jesus a saviour. Children start to explore the idea of sin.</p> <p>L5: Children can explain why Easter is important to Christian people. Children can identify the religious and non-religious aspects of Easter celebrations.</p> <p>L6: End point assessment against the above.</p>
Vocabulary	God, Salvation, Saviour, Resurrection, Eternal Life, Secular, Easter, Worship, Good Friday, Religious	God, Salvation, Saviour, Resurrection, Eternal Life, Secular, Easter, Worship, Good Friday, Religious, palm leaves, Judas, Last Supper, betrayed
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	<p>Mutual respect – for all people regardless of religion.</p> <p>Tolerance – of all people regardless of religion.</p>	
School Values	<p>Considerate</p> <p>Inclusive</p>	



## Cherry Tree Academy Medium Term - PSHE

Summer 1		
KS1	How should we care for the world and for others, and why does it matter?	
	Year 1	Year 2
	<p>L1: What do Christian people believe about caring for people?</p> <p>L2: What do Jewish people believe about being unique and special to God?</p> <p>L3: What do Jewish people believe about caring for people?</p> <p>L4: How do some religious and non-religious people show that they care for people?</p> <p>L5: What do Christian and Jewish people believe about the beginning of the world and how do they think people should treat the world?</p> <p>L6: What do Christian and Jewish people believe about the beginning of the world and how do they think people should treat the world?</p>	<p>L1: What do Christian people believe about caring for people?</p> <p>L2: What do Jewish people believe about being unique and special to God?</p> <p>L3: What do Jewish people believe about caring for people?</p> <p>L4: How do some religious and non-religious people show that they care for people?</p> <p>L5: What do Christian and Jewish people believe about the beginning of the world and how do they think people should treat the world?</p> <p>L6: What do Christian and Jewish people believe about the beginning of the world and how do they think people should treat the world?</p>
Key Concepts to assess	<p>L1: Children know that the Bible tells stories about how God feels about people including children. Children know that Christian and Jewish people believe they are made in the image of God. Children know that Christian and Jewish people believe that God thinks everyone is unique and special to God.</p> <p>L2: Children know what Psalm 8 tells Jewish people about how important they are to God.</p> <p>L3: Children know what Tzedakah is any why Jewish people feel it is important. Children know why Jewish people celebrate Sukkot.</p> <p>L4: Children know who Mother Teresa was and what she did. Children know what the golden rule is and who it is important to. Children know how religious and non-religious people think people and the world should be cared for.</p> <p>L5: Children know the Christian and Jewish creation stories.</p> <p>L6: Children know why Christian and Jewish people feel it is important to care for the world.</p>	<p>L1: Children know that the Bible tells stories about how God feels about people including children and can talk about how they feel about this. Children know that Christian and Jewish people believe they are made in the image of God. Children know that Christian and Jewish people believe that God thinks everyone is unique and special to God. Children can talk about ways they are special</p> <p>L2: Children know what Psalm 8 tells Jewish people about how important they are to God. Children can relate this to their own lives.</p> <p>L3: Children know what Tzedakah is any why Jewish people feel it is important. Children know why Jewish people celebrate Sukkot. Children can explain why Moses is special to Jewish people.</p> <p>L4: Children know who Mother Teresa was, what she did and how she followed the teachings of Jesus to help other people. Children know what the golden rule is, who it is important to and can think about how it applies to daily life. Children know how religious and non-religious people think people and the world should be cared for.</p> <p>L5: Children know the Christian and Jewish creation stories. Children can retell the Christian and Jewish creation stories.</p> <p>L6: Children know why Christian and Jewish people feel it is important to care for the world. Children know what Tu B' Shevat is.</p>
Vocabulary	Community, world. Psalm, love, Genesis, religious, Christian, Jews	Community, world. Psalm, stewardship, love, Genesis, religious, non-religious, Christian, Jews
Experiences		
SMSC	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
British Values	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
School Values	Considerate Inclusive	



## Cherry Tree Academy Medium Term - PSHE

Summer 2		
KS1	What makes some places special to believers?	
	Year 1	Year 2
	<p>L1: Which spaces are special to me? Where is a sacred place for a believer to go?</p> <p>L2: Which place of worship is sacred to Christian people?</p> <p>L3: Which place of worship is sacred to Jewish people?</p> <p>L4: What happens during worship at a Church and a Synagogue?</p> <p>L5: Which place of worship is sacred to Muslim people?</p> <p>L6: How are places of worship similar and different? How are place of worship important to our community?</p>	<p>L1: Which spaces are special to me? Where is a sacred place for a believer to go?</p> <p>L2: Which place of worship is sacred to Christian people?</p> <p>L3: Which place of worship is sacred to Jewish people?</p> <p>L4: What happens during worship at a Church and a Synagogue?</p> <p>L5: Which place of worship is sacred to Muslim people?</p> <p>L6: How are places of worship similar and different? How are place of worship important to our community?</p>
<b>Key Concepts to assess</b>	<p>L1: Children can talk about places that are special to them. Children know that different religions have different special places.</p> <p>L2: Children know that a Church is a place of worship for Christian people. Children know some of the things that can usually be found in a Church. Children know that a Church is where many Christians go to be close to, learn about and talk to God.</p> <p>L3: Children know that a Synagogue is a place of worship for Jewish people. Children know some of the things that can usually be found in a Synagogue. Children know that a Synagogue is where may Jews go to be close to, learn about and talk to God.</p> <p>L4: Children know that a Church is a place of worship for Christian people and a Synagogue is a place of worship for Jewish people. Children know that both places are used to worship God. Children know some things that happen in a Christian service and some things that happen in a Jewish service.</p> <p>L5: L5: Children know that a Mosque is a place of worship for Muslim people. Children know some things that can usually be found in a Mosque. Children know that a Mosque is where many Muslims go to the close to, talk to and learn about Allah.</p> <p>L6: Children can say some similarities and differences between places of worship. Children can say a way places of worship are important to a community.</p>	<p>L1: Children can talk about places that are special to them giving reasons for their choices. Children know that different religions have different special places.</p> <p>L2: Children know that a Church is a place of worship for Christian people. Children know some of the things that can usually be found in a Church and why they are important. Children know that a Church is where many Christians go to be close to, learn about and talk to God. Children know that there are different kinds of Christian church and can compare them.</p> <p>L3: Children know that a Synagogue is a place of worship for Jewish people. Children know some of the things that can usually be found in a Synagogue and why they are important. Children know that a Synagogue is where many Jews go to be close to, learn about and talk to God.</p> <p>L4: Children know that a Church is a place of worship for Christian people and a Synagogue is a place of worship for Jewish people and can compare the two. Children know that both places are used to worship God. Children know some things that happen in a Christian service and some things that happen in a Jewish service and can compare them,</p> <p>L5: Children know that a Mosque is a place of worship for Muslim people. Children know some things that can usually be found in a Mosque and why they are important. Children know that a Mosque is where many Muslims go to the close to, talk to and learn about Allah.</p> <p>L6: Children can compare places of worship. Children can recognise why places of worship are important to a community.</p>
<b>Vocabulary</b>	Worship, Jewish, Holy, Christian, Muslim, Community, Mosque, Sacred, Church, Synagogue, Place of Worship Shabbat	Worship, Jewish, Holy, Christian, Muslim, Community, Mosque, Sacred, Church, Synagogue, Place of Worship Shabbat, Respect, Special, Similar, Different
<b>Experiences</b>	Visit to a place of worship	
<b>SMSC</b>	Spiritual – Christianity as one of many religions. Prayer as a way of worship.	
<b>British Values</b>	Mutual respect – for all people regardless of religion. Tolerance – of all people regardless of religion.	
<b>School Values</b>	Considerate Inclusive	



LKS2	Autumn 1	
	What is it like for someone to follow God?	
	Year 3	Year 4
	<p>L1: In the Bible, who was Noah?</p> <p>L2: How did Noah show he was a 'good' Christian?</p> <p>L3: What is a covenant?</p> <p>L4: What happens during a Christian wedding?</p> <p>L5: In the Bible, who was Abram?</p> <p>L6: As a Christian, what is it like to follow God?</p>	<p>L1: In the Bible, who was Noah?</p> <p>L2: How did Noah show he was a 'good' Christian?</p> <p>L3: What is a covenant?</p> <p>L4: What happens during a Christian wedding?</p> <p>L5: In the Bible, who was Abram?</p> <p>L6: As a Christian, what is it like to follow God?</p>
<b>Key Concepts to assess</b>	<p>L1: Children know who Noah is and can discuss and sequence the story of Noah's ark.</p> <p>L2: Children can use adjectives to describe Noah and can reflect on what kind of a person they think Noah was.</p> <p>L3: Children can describe the meaning of the word 'covenant' and can describe the covenant God made to Noah.</p> <p>L4: Children can discuss key moments of a Christian wedding. They know that the couple make a covenant to each other and can explain the reasons why.</p> <p>L5: Children know who Abram was and can discuss and sequence Genesis 12:1-9. They can state the covenant God made with Abram.</p> <p>L6: Children can remember, discuss and compare key facts from each of the Bible stories.</p>	<p>L1: Children can retell the story of Noah's ark and can discuss whether it would be easy or difficult for Noah to follow God.</p> <p>L2: Children can use their empathy skills to become Noah and answer questions based on their knowledge of him as a biblical figure.</p> <p>L3: Children know that righteous means good and that a covenant is a promise. They can think of and describe the covenant God made to Noah and compare this to promises they make in their own lives.</p> <p>L4: Children can discuss key moments of a Christian wedding, make links between a covenant and a wedding and can think of and discuss promises a new Christian might make to God.</p> <p>L5: Children can retell the story of Abram and can use their knowledge to discuss how he must feel at each stage. They can provide a valid argument for whether Abram would have found God's request easy or difficult.</p> <p>L6: Children can compare what they have learned to how life might be for a Christian today.</p>
<b>Vocabulary</b>	Abram, Noah, wedding, Old Testament, promise, covenant, Christians	Empathy, biblical, righteous, covenant, Abram/Abraham, Genesis.
<b>Experiences</b>	Hot-seating	
<b>SMSC</b>	Children reflect on the faith, promises, and choices of biblical figures, considering how beliefs can guide people's actions. They explore moral questions about trust, commitment, and promises, and develop empathy for those who live according to their faith.	
<b>British Values</b>	Children respect and learn about Christian traditions as part of our shared cultural heritage, understanding how values like honesty, faithfulness, and promise-keeping contribute to individual liberty and mutual respect in society.	
<b>School Values</b>	<p>Considerate – children show understanding and empathy when exploring the feelings of figures like Noah and Abram and when discussing the commitments people make to each other and to God.</p> <p>Honest – children reflect on the importance of keeping promises and the value of trustworthiness in their own lives.</p>	



LKS2	Autumn 2	
	How do festivals and family life show what matters to Jewish people?	
	Year 3	Year 4
	<p>L1: What do many Jewish people do to mark Shabbat?</p> <p>L2: What does Shabbat look like in the UK today?</p> <p>L3: What do different Jewish people celebrate at Rosh Hashanah?</p> <p>L4: What happens at Yom Kippur?</p> <p>L5: What is the story of Passover?</p> <p>L6: Why do many Jews celebrate Passover every year?</p>	<p>L1: What do many Jewish people do to mark Shabbat?</p> <p>L2: What does Shabbat look like in the UK today?</p> <p>L3: What do different Jewish people celebrate at Rosh Hashanah?</p> <p>L4: What happens at Yom Kippur?</p> <p>L5: What is the story of Passover?</p> <p>L6: Why do many Jews celebrate Passover every year?</p>
<b>Key Concepts to assess</b>	<p>L1: Children can state that Shabbat is the day of rest and that it is important because God rests in the creation story. They can list ways that Jewish people mark Shabbat.</p> <p>L2: Children can use 'because' and 'so' sentences to sum up how Shabbat is celebrated in the UK today.</p> <p>L3: Children know that Rosh Hashanah is a Jewish festival. They can discuss key parts of the festival including the blowing of the Shofar, and the eating of apples and honey.</p> <p>L4: Children can state what happens at Yom Kippur, retell the story of Jonah and make the link between the story showing the importance of forgiveness and Yom Kippur.</p> <p>L5: Children can state what the story of Passover means and can retell key parts of the story of Moses.</p> <p>L6: Children can state how Passover is celebrated and make a list of ways in which Jewish people prepare. They can describe the Seder meal and make links to Rosh Hashanah.</p>	<p>L1: Children can state what Shabbat is, how it is marked and why it is important, making links to quotations from the Torah.</p> <p>L2: Children know how Shabbat is marked in the UK today. They can talk about the differences between Orthodox and Progressive Jews, and discuss the timetable of a Jewish school and the changes made to accommodate Shabbat.</p> <p>L3: Children can talk about Sephardi Jews and compare the different types of Rosh Hashanah.</p> <p>L4: Children know what Yom Kippur means to a Jewish person and can make links between the story of Jonah and a real-life story of a Jewish boy in the UK today.</p> <p>L5: Children can form a 'conscience alley' and provide arguments for Moses continuing to try to free the Hebrews or give up. They can use evidence from what they have learned to justify their argument.</p> <p>L6: Children can bring all of their learning together to answer the big question and make logical links between each key theme.</p>
<b>Vocabulary</b>	freedom, torah, Yom Kippur, shabbat, Rosh Hashanah, Jew, Jewish, shofar, Jonah, Passover, Moses, Seder	Theology, sociology, Orthodox, Pesach, shema, Torah, Progressive, Sephardi, conscience.
<b>Experiences</b>	Making a paper boat and 'getting rid of it'	
<b>SMSC</b>	Children explore how Jewish beliefs and traditions shape family and community life, reflecting on the importance of rest, forgiveness, and remembrance. They develop spiritual understanding of how rituals like Shabbat, Yom Kippur, and Passover express deep values and shared identity.	
<b>British Values</b>	Children learn about Jewish traditions as part of the UK's multicultural society, showing respect and tolerance for people of different faiths and beliefs. They understand how freedom of religion and mutual respect support a diverse community.	
<b>School Values</b>	<p>Considerate – children show respect for Jewish practices and empathy when discussing how special days affect Jewish families' lives.</p> <p>Inclusive – children learn that different cultures and faiths contribute to the richness of our society and that everyone's beliefs should be valued.</p>	





LKS2	Spring 1	
	What do Hindus believe God is like?	
	Year 3	Year 4
	<p>L1: How do many Hindus describe ultimate reality?</p> <p>L2: How might the idea of Brahman being in everything affect how you live?</p> <p>L3: What can we find out about some Hindu deities?</p> <p>L4: How do many Hindus understand deities?</p> <p>L5: What can we learn about deities from Ganesh?</p> <p>L6: What do Hindus believe God is like?</p>	<p>L1: How do many Hindus describe ultimate reality?</p> <p>L2: How might the idea of Brahman being in everything affect how you live?</p> <p>L3: What can we find out about some Hindu deities?</p> <p>L4: How do many Hindus understand deities?</p> <p>L5: What can we learn about deities from Ganesh?</p> <p>L6: What do Hindus believe God is like?</p>
<b>Key Concepts to assess</b>	<p>L1: Children know a Hindu's ultimate reality is Brahman and they describe Brahman as a divine, supreme being.</p> <p>L2: Children can retell the story of Svetaketu to illustrate how Brahman is everywhere.</p> <p>L3: Children can note the similar and different features of the 4 deities and make links between these features and what they already know e.g., many arms show power.</p> <p>L4: Children can use the metaphor of the flowers to reflect on what this says and how it explains ideas of Brahman and deities.</p> <p>L5: Children can describe Ganesh as the elephant-headed deity and can list the symbolic things to look for on a murti of Ganesh. They can talk about when and why Hindus might show devotion to Ganesh.</p> <p>L6: Assessment</p>	<p>L1: Children know a Hindu's ultimate reality is Brahman. They can describe Brahman and can make the link between Hindu deities showing a different side to Brahman.</p> <p>L2: Children can use 'Namaste' to illustrate Brahman and can use key part of the 'happy cows' case study to justify why Hindus see animals as sacred.</p> <p>L3: Children can provide similarities and differences between the four key deities, they know that for some Hindus there are many more deities and can make links to previous learning as to what they could be.</p> <p>L4: Children can describe Brahma, Vishnu and Shiva and understand that as a group these deities help many Hindus understand how life works. They can make links to other cycles e.g., booking a holiday, brushing your teeth.</p> <p>L5: Children can talk about when and why Hindus might show devotion to Ganesh using the quotes from Hindu devotees to articulate their point.</p> <p>L6: Assessment</p>
<b>Vocabulary</b>	Hindu, Brahman, deity, divine, supreme, Svetaketu, Ganesh, murti	Hindu, Brahman, ultimate, Namaste, deity, sacred, Brahma, Vishnu, Shiva, cycle, devotion, Aum,
<b>Experiences</b>		
<b>SMSC</b>	Children explore Hindu beliefs about ultimate reality and the many ways God can be understood, reflecting on ideas of respect for all life and the value of seeing the divine in the world around them. They develop spiritual understanding by considering how beliefs influence attitudes and actions.	
<b>British Values</b>	Children learn about Hindu beliefs as part of Britain's diverse religious landscape, fostering mutual respect and tolerance for those of different faiths and understanding how religious identity contributes to a multicultural society.	
<b>School Values</b>	<p>Inclusive – children learn to value beliefs different from their own and appreciate the perspectives of others.</p> <p>Considerate – children show respect and empathy when discussing how Hindu beliefs guide people's actions and how these beliefs are important in Hindu communities.</p>	



LKS2	Spring 2	
	Why do Christians call the day that Jesus died 'Good Friday'?	
	Year 3	Year 4
	<p>L1: What is the Easter story and where can we identify salvation?</p> <p>L2: In the Bible, who was Mary?</p> <p>L3: What were the events of Good Friday?</p> <p>L4: How might a Christian today talk about the Easter story?</p> <p>L5: Why is Good Friday the most important day for Christians in the celebration of Easter?</p> <p>L6: How can I use what I know about Good Friday to give feedback to a peer?</p>	<p>L1: What is the Easter story and where can we identify salvation?</p> <p>L2: In the Bible, who was Mary?</p> <p>L3: What were the events of Good Friday?</p> <p>L4: How might a Christian today talk about the Easter story?</p> <p>L5: Why is Good Friday the most important day for Christians in the celebration of Easter?</p> <p>L6: How can I use what I know about Good Friday to give feedback to a peer?</p>
<b>Key Concepts to assess</b>	<p>L1: Children can retell the Easter story and can talk about what it means to be saved or find salvation?</p> <p>L2: Children know who Mary was and can use what they know to suggest how Mary could have been feeling during key events in Jesus' life.</p> <p>L3: Children can sequence the events of Good Friday and provide detailed descriptions of each one.</p> <p>L4: Children can use the garden, the curtain and the cross to share the history, story and meaning of the Easter story for Christians today.</p> <p>L5: Children can retell and sequence the events from Holy Week. They can use what they have learned to state why they think Good Friday is the most important day in the celebration of Easter.</p> <p>L6: Children can choose a peer's artwork and give positive feedback on that artwork making links to their knowledge of Good Friday.</p>	<p>L1: Children can use their own knowledge of key events from the texts they have studied to make their own timeline of events linked to the Easter story.</p> <p>L2: Children can use what they know to become Mary and answer questions about key events in Jesus' life.</p> <p>L3: Children can use religious artwork 'Christ on the cross' to decide how Mary must have been feeling and why Jesus had to die.</p> <p>L4: Children can use their knowledge of the Easter story to decide what a Christian might want to tell another about the Easter story and what their emotions could be in relation to it.</p> <p>L5: Children can draw a simple image of the moment they think is most important in the story of Easter. They can then write a paragraph to describe what they have drawn and why.</p> <p>L6: In their feedback, children can share why they think the image and writing shows their peer's clear learning within the unit.</p>
<b>Vocabulary</b>	Salvation, Jerusalem, resurrection, forgiveness, crucifixion, Palm Sunday, Easter, disciples, sin, Easter	Calvary, religious, artwork, salvation Easter
<b>Experiences</b>	Easter celebrations/assemblies. Local Church Visit.	
<b>SMSC</b>	Children reflect on the emotional journey of the Easter story and consider the concepts of sacrifice, forgiveness, and salvation, developing empathy for how these beliefs shape Christians' lives. They explore spiritual themes of hope, new beginnings, and the meaning of key events like Good Friday.	
<b>British Values</b>	Children learn about the significance of Easter in Christian heritage, understanding how shared traditions can bring communities together and respecting the beliefs of others in Britain's multicultural society.	
<b>School Values</b>	<p>Considerate – children show empathy when exploring how Mary, Jesus, and Christians might feel during the Easter story.</p> <p>Honest – children practise giving kind and constructive feedback on each other's work, valuing truthful and respectful communication.</p>	



# Cherry Tree Academy Medium Term - PSHE

LKS2	Summer 1	
	How and why do people mark the significant events of life?	
	Year 3	Year 4
	<p>L1: How and why do people mark the significant events of life?</p> <p>L2: What is the significance of baptism for Christians? What happens and what does it mean?</p> <p>L3: How do many Jewish people mark becoming an adult?</p> <p>L4: What ceremonies do many Hindus mark in the journey of life?</p> <p>L5: Why do people choose to get married?</p> <p>L6: What do wedding ceremonies show us about commitment, love and promises?</p>	<p>L1: How and why do people mark the significant events of life?</p> <p>L2: What is the significance of baptism for Christians? What happens and what does it mean?</p> <p>L3: How do many Jewish people mark becoming an adult?</p> <p>L4: What ceremonies do many Hindus mark in the journey of life?</p> <p>L5: Why do people choose to get married?</p> <p>L6: What do wedding ceremonies show us about commitment, love and promises?</p>
<b>Key Concepts to assess</b>	<p>L1: Children can talk about significant life events, whether they have had any memorable events in their own lives and say which events are more memorable/special and why.</p> <p>L2: Children know what baptism means, can recall the events of a baptism and can describe an infant and believer baptism.</p> <p>L3: Children will know that boys have a bar mitzvah when they are 13 and girls have a bat mitzvah when they are 12/13 years old. They will be able to list the key events.</p> <p>L4: Children will know that between ages 8-12, Hindu boys go through the sacred thread ceremony and will state what happens during the ceremony.</p> <p>L5: Children can compare similarities and differences between marriage for Christians, Jews and Hindus.</p> <p>L6: Children can discuss the events of a non-religious wedding and compare one to a Christian wedding.</p>	<p>L1: Children can talk about significant life events, can map out their own life events and discuss ways in which they are similar or different from their peers. Children can link these events to a religious or non-religious worldview.</p> <p>L2: Children know the events of a baptism and can compare infant and believer baptisms. They will know there's a direct link between this journey of life event and Jesus being baptised in the Bible.</p> <p>L3: Children will know that boys have a bar mitzvah when they are 13 and girls have a bat mitzvah when they are 12/13 years old. They will state that this means they are considered morally responsible for their own decisions and it is a celebration to mark 'adulthood'.</p> <p>L4: Children will be able to discuss the sacred thread ceremony, the importance of it, what happens and how it links directly to the Hindu religion.</p> <p>L5: Children can compare similarities and differences between marriage for Christians, Jews and Hindus and derive the key principles for marriage using all three religions.</p> <p>L6: Children can discuss the events of a non-religious wedding and summarise why people today may choose a non-religious wedding over a religious ceremony.</p>
<b>Vocabulary</b>	Significant, journey, baptism, memorable, event, infant, believer, bar mitzvah, bat mitzvah, sacred, non-religious, marriage	Commitment, ceremony, non-religious, worldview, bar mitzvah, bat mitzvah, adulthood, principles
<b>Experiences</b>		
<b>SMSC</b>	Children reflect on the importance of life's milestones across different faiths and cultures, considering how rituals and celebrations give meaning to events like birth, coming of age, and marriage. They develop social and spiritual awareness by exploring the similarities and differences in how people mark key moments in life.	
<b>British Values</b>	Children learn to respect and value a range of beliefs and traditions related to life's significant events, understanding that freedom of religion and respect for others' choices are essential in a diverse society.	
<b>School Values</b>	Inclusive – children celebrate the variety of ways people mark important life events, appreciating how traditions differ within their community and beyond. Considerate – children show empathy when comparing their own life experiences to those of others, recognising and respecting differences in beliefs and practices.	



LKS2	Summer 2	
	How and why do people try to make the world a better place?	
	Year 3	Year 4
	L1: What is wrong with the world? L2: How can the 'Golden Rule' help people work out how to make the world a better place? L3: Tikkun Olam: how do Jewish people try to make the world a better place? L4: Who is inspired by Jesus' example of sacrifice? L5: How do Muslims try to make the world a better place? L6: How do non-religious people try to make the world a better place?	L1: What is wrong with the world? L2: How can the 'Golden Rule' help people work out how to make the world a better place? L3: Tikkun Olam: how do Jewish people try to make the world a better place? L4: Who is inspired by Jesus' example of sacrifice? L5: How do Muslims try to make the world a better place? L6: How do non-religious people try to make the world a better place?
<b>Key Concepts to assess</b>	L1: Children can use 'good' and 'bad' adjectives to describe the world and can discuss one or two ways in which humanity could make the world better. L2: Children can discuss the 'Golden Rule' and identify similarities and differences between the 9 different rules. They can discuss what the world would be like if everyone followed the 'Golden Rule'. L3: Children can state what Tikkun Olam means and ways Jewish people use this to care for the world. L4: Children can state Christians believe that God made a perfect world, but that sin spoilt it and terrible things happened. They can talk about Jesus' sacrifice as a chance for others to be forgiven. L5: Children can talk about Zakat and it being one of the five pillars of Islam. They can remember that each year Muslims try to give 2.5% of all they earn to charity or the needy and that this is because it shows they are caring for the worldwide Muslim family. L6: Children can create three important rules for living that they would teach and provide an explanation for each one.	L1: Children can provide explanations for why they have chosen to describe the world like they have. They can choose from the Humanist, Christian, Jewish and Muslim explanations of what is wrong with the world and explain why they have chosen that one. L2: Children can apply the rules to our school community and talk about which would change school the most and why. They can create a version of the 'Golden Rule' that they think would create positive change in the world. L3: Children can state what Tikkun Olam means and ways Jewish people use this to care for the world using direct quotes from the Torah. L4: Children can relate Stormzy's song 'Blinded by your Grace' to his religion. Discuss what motivated him to write the song and what the message to people could be. L5: Children can list ways in which Muslims try to make the world a better place using direct quotes from the Qur'an. They can research how Islamic Relief helps to change the world. L6: Children can create three important rules for living that they would teach and provide an explanation for each one. They can use their knowledge of religious and non-religious stories to improve their explanations.
<b>Vocabulary</b>	Tikkun Olam, Jewish, Christian, Muslim, non-religious, Golden Rule, Zakat, Islam, pillar, sacrifice, charity, worldwide	Humanist, Christian, Jewish, Muslim, community, Tikkun Olam, Torah, grace, motivate, Islamic Relief
<b>Experiences</b>		
<b>SMSC</b>	Children reflect on moral questions about what's wrong with the world and explore how people of different faiths and worldviews try to make it better. They develop spiritual awareness by considering concepts like forgiveness, charity, care for the environment, and living by shared rules such as the Golden Rule.	
<b>British Values</b>	Children learn to respect different beliefs about how to make the world a better place, understanding the importance of tolerance and mutual respect in a diverse society, and recognising how values like generosity and fairness contribute to community well-being.	
<b>School Values</b>	Considerate – children think about how their own actions can help or harm others, and show kindness in discussions. Inclusive – children value how people of all faiths and none contribute to improving the world, and recognise that everyone can make a difference.	



Autumn 1		
UKS2	Christians and how to live: what would Jesus do?	
	Year 5	Year 6
	<p>L1: What words do Christians connect to their idea of God?</p> <p>L2: What does the Bible say God is like?</p> <p>L3: How can ideas of God be expressed in art?</p> <p>L4: How do some Christians respond to a holy and loving God?</p> <p>L5: How do churches and cathedrals reflect Christian ideas about God?</p> <p>L6: What does it mean if Christians believe God is holy and loving?</p>	<p>L1: What words do Christians connect to their idea of God?</p> <p>L2: What does the Bible say God is like?</p> <p>L3: How can ideas of God be expressed in art?</p> <p>L4: How do some Christians respond to a holy and loving God?</p> <p>L5: How do churches and cathedrals reflect Christian ideas about God?</p> <p>L6: What does it mean if Christians believe God is holy and loving?</p>
<b>Key Concepts to assess</b>	<p>L1: Children will know words Christians use when they talk about God: omnipotent, omniscient, eternal, holy, loving and why they are important.</p> <p>L2: Children will know that Christians believe in and remember God's holiness and anger at sin as well as his love.</p> <p>L3: Children will understand how artwork can be used to share a specific aspect of Christian faith for example God's love.</p> <p>L4: Children will know that for Christians worship is the whole way that they live their lives through following Jesus' teachings.</p> <p>L5: Children will know that Christian ideas of God are recalled in the Holy places of worship for example through stained glass tells stories; the font points to God's loving welcome and forgiveness; the altar talks of sacrifice; confessionals talk of forgiveness.</p> <p>L6: Children will know Christian traditions generally understand the Bible as presenting a God who is both holy and loving, both a stern judge against sin and a loving, forgiving parental figure.</p>	<p>L1: Children will know words Christians use when they talk about God: omnipotent, omniscient, eternal, holy, loving and what they mean.</p> <p>L2: Children will know that Christians believe in and remember God's holiness and anger at sin as well as his love and explain how this can be both challenging and comforting for them.</p> <p>L3: Children will understand how artwork can be used to share a specific aspect of Christian faith for example God's love and explain how these link back directly to verses from the Bible.</p> <p>L4: Children will know that for Christians worship is the whole way that they live their lives through following Jesus' teachings and give examples of what it may look like for example through song or prayer.</p> <p>L5: Children will know that Christian ideas of God are recalled in the Holy places of worship for example through stained glass tells stories; the font points to God's loving welcome and forgiveness; the altar talks of sacrifice; confessionals talk of forgiveness and that in larger churches you can see where people used to be separated from the holiest part, the altar, by the rood screen; the size and scale of cathedrals speak of God's power as well as human creativity (in God's image); the cross shape and all crosses/crucifixes talk of God's love through Jesus.</p> <p>L6: Children will know Christian traditions generally understand the Bible as presenting a God who is both holy and loving, both a stern judge against sin and a loving, forgiving parental figure. They will also understand as omnipotent, omniscient, eternal, holy, loving and forgiving.</p>
<b>Vocabulary</b>	Holy , Tradition, Believer, Eternal, Loving, Omnipotent, Isaiah, John Testament	Holy , Omnipresent, Omniscient, Believer, Eternal, Loving, Omnipotent, Isaiah, John, Testament
<b>Experiences</b>	Visit to Wakefield Cathedral or local Church.	
<b>SMSC</b>	Children reflect on the qualities Christians believe God has and consider how ideas of holiness, love, and forgiveness shape believers' lives and actions. They develop spiritual understanding by exploring how Christians express their faith through worship, art, and sacred spaces.	
<b>British Values</b>	Children learn about Christian beliefs as part of Britain's cultural heritage, showing respect for others' religious views and understanding how shared spaces like churches and cathedrals contribute to community identity and history.	
<b>School Values</b>	<p>Considerate – children show empathy when discussing how Christians might feel about God's love and holiness, and when exploring expressions of faith.</p> <p>Honest – children engage in open discussions about beliefs, sharing their own ideas respectfully while listening to others.</p>	



Autumn 2		
UKS2	Why is the Torah so important to Jewish people?	
	Year 5	Year 6
	L1: What do Jewish people look like, and where do we find Jewish people in the UK? L2: : What is the Torah and what is a Sefer Torah? L3: Why are there different types of synagogue in the UK? L4 : How does the Torah influence what Jewish people might eat? L5:How are Jewish people adapting festivals in the UK? L6: Why is the Torah important to Jewish people?	L1: What do Jewish people look like, and where do we find Jewish people in the UK? L2: : What is the Torah and what is a Sefer Torah? L3: Why are there different types of synagogue in the UK? L4 : How does the Torah influence what Jewish people might eat? L5:How are Jewish people adapting festivals in the UK? L6: Why is the Torah important to Jewish people?
Key Concepts to assess	L1: Children will know that British Jews come from a range of ethnic and cultural backgrounds and the key traditional dress. L2: Children will know that the Torah is made up of the five books of Law from Genesis to Deuteronomy, Traditionally Jewish people believe the Torah was given to Moses when God made a covenant with the Jewish people. L3: Children will know what is similar and what is different in an orthodox and progressive synagogue. L4: Children will know that for some Jews there are rules about what you can and can't eat and that food laws for Jewish people are called Kashrut. L5: Children will know that Jewish people celebrate Pesach as part of the tradition and identity but now many Jews are wanting to stress the important role of women in Jewish history, and more Jews are becoming vegetarian or vegan – yet still want to participate in festivals	L1: Children will know that British Jews come from a range of ethnic and cultural backgrounds and the key traditional dress and meanings behind these. L2: Children will know that the Torah is made up of the five books of Law from Genesis to Deuteronomy and in Hebrew this Bereishit to D'varim. Traditionally Jewish people believe the Torah was given to Moses when God made a covenant with the Jewish people. They will also know why is it so important that the Torah scroll is handwritten and that it contains 613 rules that teach Jewish people how to live L3: Children will know what is similar and what is different in an orthodox and progressive synagogue and explain why might Progressive synagogues have female Rabbis whilst most Orthodox do not? L4: Children will know that for some Jews there are rules about what you can and can't eat and that food laws for Jewish people are called Kashrut and that Treif is food that is not kosher. They will also understand not all Jewish people observe all the laws of Kashrut. L5: Children will know that Jewish people celebrate Pesach as part of the tradition and identity but now many Jews are wanting to stress the important role of women in Jewish history, and more Jews are becoming vegetarian or vegan – yet still want to participate in festivals. They will be able to explain when these adaptations are more likely between Orthodox and Progressive Jews.
Vocabulary	Torah Sefer Torah Orthodox Secular Pesach (Passover) Synagogue Kosher Progressive Kashrut	Torah Sefer Torah Orthodox Secular Pesach (Passover) Synagogue Kosher Progressive Kashrut Bereishit D'varim Treif
Experiences	Opportunity to visit a synagogue	
SMSC	Children explore the rich diversity of Jewish identity in the UK and consider how beliefs, texts, and traditions like the Torah and Kashrut influence Jewish life. They develop spiritual and social understanding by reflecting on how festivals and customs help Jewish people express their faith, values, and belonging.	
British Values	Children learn about the beliefs and practices of Jewish communities as part of Britain's religious diversity, showing mutual respect and understanding for the traditions and adaptations that shape Jewish life today.	
School Values	Inclusive – children recognise and value the cultural and religious diversity of Jewish people in the UK, understanding how different practices reflect identity and belief. Considerate – children show respect when exploring why traditions are important to others and how beliefs influence daily life.	



# Cherry Tree Academy Medium Term - PSHE

Spring 1		
UKS2	For Christians, what kind of king is Jesus?	
	Year 5	Year 6
	L1: In Jesus’ parables, who is invited into God’s kingdom? L2: : According to Jesus’ teachings, how important is forgiveness in God’s kingdom? L3: How does Christian Aid try to make the world more like God’s kingdom? L4 : How do Christians see God’s kingdom as being now and in the future? L5: For Christians, what are the features of God’s kingdom and Jesus’ kingship? L6: How do Christians try to live in God’s kingdom?	L1: In Jesus’ parables, who is invited into God’s kingdom? L2: : According to Jesus’ teachings, how important is forgiveness in God’s kingdom? L3: How does Christian Aid try to make the world more like God’s kingdom? L4 : How do Christians see God’s kingdom as being now and in the future? L5: For Christians, what are the features of God’s kingdom and Jesus’ kingship? L6: How do Christians try to live in God’s kingdom?
Key Concepts to assess	L1: Children will know that Christians find a range of meanings in parables and link these to Luke 14:12-24 L2: Children will know that the Bible teaches Christians about how important forgiveness is in God’s kingdom both to forgive and be forgiven. L3: Children will know Christian Aid workers don’t just go in and give things to people but help communities to build and sort things themselves with financial support explaining how the work of the charity links to Jesus’ kingdom on Earth. L4: Children will know that that Christians see God’s kingdom in different ways. Some see it as making this world a better place while others see it as describing a future eternal perspective – about a future heaven. L5: Children will know that for Christians being in the kingdom is not an easy path and the believe they must be generous and forgiving L6: Children will know how Christians use the teaching of Jesus and the stories within the Bible to live and learn in their everyday lives through first hand experience.	L1: Children will know that Christians find a range of meanings in parables, giving examples linked these to Luke 14:12-24. L2: Children will know that the Bible teaches Christians about how important forgiveness is in God’s kingdom both to forgive and be forgiven and link this to taught parables. L3: Children will know Christian Aid workers don’t just go in and give things to people but help communities to build and sort things themselves with financial support explaining how the work of the charity links to Jesus’ kingdom on Earth and links to the parables that they studied earlier in the unit. L4: Children will know that that Christians see God’s kingdom in different ways. Some see it as making this world a better place while others see it as describing a future eternal perspective – about a future heaven and understand how both these views show their belief in hope, love, forgiveness and an eternal perspective. L5: Children will know that for Christians being in the kingdom is not an easy path and the believe they must be generous and forgiving and also explain that Christians believe there will come a time when accepting God’s kingdom will not be available. L6: Children will know how Christians use the teaching of Jesus and the stories within the Bible to live and learn in their everyday lives through firsthand experience and compare this to their own life and beliefs.
Vocabulary	Parable, Kingdom , Salvation, Forgiving , Unforgiving, Banquet, Biblical,Unjust	Parable, Kingdom , Salvation, Forgiving , Unforgiving, Banquet, Biblical, Inheritance, Social, eternal
Experiences		
SMSC	Children reflect on moral ideas of forgiveness, generosity, and fairness in Jesus’ parables, and explore how these values shape Christian lives today.	
British Values	Children respect Christian beliefs about building a fair and caring community, understanding how faith can inspire acts of charity and service.	
School Values	Considerate – children show empathy when learning about forgiveness and inclusion in God’s kingdom. Honest – children reflect on how their own actions can make the world fairer and kinder.	
Spring 2		





## Cherry Tree Academy Medium Term - PSHE

UKS2	What difference does the resurrection make to Christians?	
	Year 5	Year 6
	<p>L1: Why do Christians believe Jesus was resurrected?</p> <p>L2: : How do many churches mark Good Friday and Easter Sunday?</p> <p>L3: What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?</p> <p>L4 : When and why might a Christian have to stand up for their beliefs?</p> <p>L5: Why do Christians have hope even when someone dies?</p> <p>L6: What difference does the resurrection make to Christians?</p>	<p>L1: Why do Christians believe Jesus was resurrected?</p> <p>L2: : How do many churches mark Good Friday and Easter Sunday?</p> <p>L3: What is the change in emotions felt for many Christians from Good Friday to Easter Sunday? Why is this felt?</p> <p>L4 : When and why might a Christian have to stand up for their beliefs?</p> <p>L5: Why do Christians have hope even when someone dies?</p> <p>L6: What difference does the resurrection make to Christians?</p>
<b>Key Concepts to assess</b>	<p>L1: Children will know that Christians believe the witness statements in Luke's Gospel describe the events three days after the death of Jesus by crucifixion support Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief.</p> <p>L2: Children will understand the traditions of Good Friday and Easter Sunday:</p> <p>L3: Children will understand why is Easter day so important for Christians and how this differs in feeling to Good Friday.</p> <p>L4: Children will know that Christians believe Jesus died on the cross to forgive the sins of his people and how they use this message to stand up for what they believe to be right in their daily lives.</p> <p>L5: Children will know that while there is obvious sadness Christian funerals are also a time of celebration because of the Christian belief of that person going to spend eternity with God</p> <p>L6: Children will know how Christians use the resurrection of Jesus as a basis of their belief of hope and forgiveness.</p>	<p>L1: L1: Children will know that Christians believe the witness statements in Luke's Gospel describe the events three days after the death of Jesus by crucifixion support Christian belief that Jesus came to Earth as God 'in the flesh' (incarnation) and that his death and resurrection are fundamental to Christian belief. They will also know that Christians believe the other gospels also support this belief.</p> <p>L2: Children will understand the traditions of Good Friday and Easter Sunday and explain the symbolism within these.</p> <p>L3: Children will understand why is Easter day so important for Christians and how this differs in feeling to Good Friday and explain how they share these feelings through song and prayer.</p> <p>L4: Children will know that Christians believe Jesus died on the cross to forgive the sins of his people and how they use this message to stand up for what they believe to be right in their daily lives giving examples of the gospels they use to support their belief</p> <p>L5: Children will know that while there is obvious sadness Christian funerals are also a time of celebration because of the Christian belief of that person going to spend eternity with God and understand the symbolism of verses written on their gravestones to share God's good news of salvation with others.</p> <p>L6: Children will know how Christians use the resurrection of Jesus as a basis of their belief of hope and forgiveness and be able to link these to the gospels.</p>
<b>Vocabulary</b>	Salvation, Resurrection, Interpret, Sacrifice, Biblical, Theological, Gospel, Eternal life, Incarnation, Funeral, Luke, Genesis, Deuteronomy	Salvation, Resurrection, Interpret, Sacrifice, Biblical, Theological, Gospel, Eternal life, Incarnation, Funeral, Genesis, Deuteronomy Luke, Matthew, Mark, John
<b>Experiences</b>	Invite a Christian minister and some members of a local congregation into school to talk to pupils about the importance of the resurrection story for them as a community	
<b>SMSC</b>	Children reflect on the powerful emotions of Good Friday and Easter Sunday, exploring the themes of sacrifice, hope, and forgiveness central to Christian faith.	
<b>British Values</b>	Children respect Christians' right to celebrate Easter and share their beliefs, understanding how faith shapes traditions, morals, and a sense of community.	
<b>School Values</b>	<p>Honest – children think about how Christians share beliefs with honesty and courage.</p> <p>Resilient – children learn how Christians find hope even in sadness, inspiring perseverance in difficult times.</p>	



Summer 1		
UKS2	How can following God bring freedom and justice?	
	Year 5	Year 6
	<p>L1: What can we learn about the story of the Exodus in the Bible?</p> <p>L2: : Where do we think the Exodus story shows Moses' trust in God?</p> <p>L3: How might the Exodus story help Christians when life gets tough?</p> <p>L4 : What do we think about the importance of the Ten Commandments?</p> <p>L5: How do many Christians try to bring freedom and into today's world?</p> <p>L6: What can we say about the Exodus story, its themes and its importance for Christians today?</p>	<p>L1: What can we learn about the story of the Exodus in the Bible?</p> <p>L2: : Where do we think the Exodus story shows Moses' trust in God?</p> <p>L3: How might the Exodus story help Christians when life gets tough?</p> <p>L4 : What do we think about the importance of the Ten Commandments?</p> <p>L5: How do many Christians try to bring freedom and into today's world?</p> <p>L6: What can we say about the Exodus story, its themes and its importance for Christians today</p>
<b>Key Concepts to assess</b>	<p>L1: Children will know the story of Exodus tells how people were living in Egypt several thousand years ago, where they had been enslaved, and how they were led to freedom by a leader, called Moses</p> <p>L2: Children will understand the challenges Moses faced and how this shows his faith in God.</p> <p>L3: Children will know how Christians use the challenges and faith in the story of Exodus to inspire them to have faith when facing challenges.</p> <p>L4: Children will know what the 10 Commandments are and why the People of God may have needed each of these commandments.</p> <p>L5: Children will know that Christians look to the Bible as a source of wisdom and that it teaches them many things about how they should act.</p>	<p>L1: Children will know the story of Exodus tells how people were living in Egypt several thousand years ago, where they had been enslaved, and how they were led to freedom by a leader, called Moses and how this show God fulfilling his promise to forgive the repentant.</p> <p>L2: Children will understand the challenges Moses faced, how this shows his faith in God and explain how this helps Christians today to have trust in God.</p> <p>L3: Children will know how Christians use the challenges and faith in the story of Exodus to inspire them to have faith when facing challenges and compare/contrast this to how they overcome challenges in their own lives. L4: Children will know what the 10 Commandments are, why the People of God may have needed each of these commandments and explain if they think the commandments are still relevant for Christians today</p> <p>L5: Children will know that Christians look to the Bible as a source of wisdom and that it teaches them many things about how they should act and give examples of how Christians use the gospel to act in everyday life.</p>
<b>Vocabulary</b>	People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharoah, Rescue, Commandments	People of God, Children of Israel, Freedom, Justice, Moses, Exodus, Slavery, Egypt, Pharoah, Rescue, Commandments, Relevant Repentant
<b>Experiences</b>	Speak to a person from Christian Aid Q+A session via X.	
<b>SMSC</b>	Children reflect on the themes of faith, freedom, and justice in the Exodus story, considering how these inspire Christians to persevere and help others today.	
<b>British Values</b>	Children understand the importance of rules, like the Ten Commandments, in guiding moral behaviour and respect how faith traditions contribute to our shared values of fairness and compassion.	
<b>School Values</b>	<p>Resilient – children explore how stories of perseverance in faith can inspire them to keep going during tough times.</p> <p>Honest – children think about how commandments and values can help them act truthfully and with integrity.</p>	



## Cherry Tree Academy Medium Term - PSHE

Summer 2		
UKS2	Why do some people believe in God and some people not?	
	Year 5	Year 6
	<p>L1: Belief in God: what patterns can we see in our local area, our country and our world?</p> <p>L2: : : What do we mean by agnostic, atheist or theist? I</p> <p>L3: How can psychology help us understand what people mean when they think about the idea of God?</p> <p>L4 : : What can we learn from theology about the idea of God?</p> <p>L5: Why do some people believe that God does not exist?</p> <p>L6: Why do some people believe in God and some people not?</p>	<p>L1: Belief in God: what patterns can we see in our local area, our country and our world?</p> <p>L2: : : What do we mean by agnostic, atheist or theist? I</p> <p>L3: How can psychology help us understand what people mean when they think about the idea of God?</p> <p>L4 : : What can we learn from theology about the idea of God?</p> <p>L5: Why do some people believe that God does not exist?</p> <p>L6: Why do some people believe in God and some people not?</p>
Key Concepts to assess	<p>L1: Children will understand the comparative percentages of religions in the UK and round the world.</p> <p>L2: Children will know that philosophers are people who like to think about how to answer those 'big' questions that are difficult for anyone to answer big questions by thinking hard and logically how this this opposes some religious concepts and scale the terms agnostic, theist and atheist.</p> <p>L3: Children will know that phycologists are interested in what people think and such as Dr Carissa Sharp look at ideas about belief in God through the lens of psychology.</p> <p>L4: Children will know that for Christian theologians, one of the ways they believe they can know more about God is by looking at the Bible. L5: Children will understand Humanist beliefs and why this means they do not believe in the concept of religion.</p> <p>L6: Children will reflect on their own positionality. Where do they stand? Which of the three words would be closest to their own position; agnostic, atheist or theist ?</p>	<p>L1: L1: Children will understand the comparative percentages of religions in the UK and round the world and explain why the figure differ.</p> <p>L2: Children will know that philosophers are people who like to think about how to answer those 'big' questions that are difficult for anyone to answer big questions by thinking hard and logically how this this opposes some religious concepts and explain the terms agnostic, theist and atheist.</p> <p>L3: Pupils will know that phycologists are interested in what people think and such as Dr Carissa Sharp look at ideas about belief in God through the lens of psychology and how to use the LAMBI scale to classify concepts.</p> <p>L4: Children will know that for Christian theologians, one of the ways they believe they can know more about God is by looking at the Bible and that Christian theologians are trying to find out more about what God is like from analyzing a range of information.</p> <p>L5: Children will understand Humanist beliefs and why this means they do not believe in the concept of religion and explain the changes in census data over time in relation to humanist beliefs.</p> <p>L6: Children will reflect on their own positionality. Where do they stand? Which of the three words would be closest to their own position; agnostic, atheist or theist ? They will be able to explain their opinions giving reasons based on life experience and what we have learned.</p>
Vocabulary	Theist, Atheist, Psychology, Evidence, Psychologist, Agnostic, Humanist, Philosophy, Reason, Theologian	Theist, Atheist, Psychology, Evidence, Psychologist, Agnostic, Humanist, Philosophy, Reason, Theologian LAMBI scale, positionality
Experiences	Children to take part in a debate on the	
SMSC	Children reflect on big questions about belief in God, exploring different viewpoints and thinking deeply about their own and others' perspectives on faith, doubt, and meaning.	
British Values	Children learn to respect diverse beliefs and non-beliefs, understanding that freedom of thought and respect for others' worldviews are essential to living together in a fair and tolerant society.	
School Values	<p>Inclusive – children recognise that everyone has different beliefs and opinions, and value these differences.</p> <p>Honest – children reflect openly on their own ideas and listen to others with respect.</p>	

